DOCUMENT RESUME

ED 256 791 TM 850 263

TITLE	Maryland Accountability Testing Program Annual Report. School Year 1983-1984.
INSTITUTION	Maryland State Dept. of Education, Baltimore.
PUB DATE	1 Oct 84
NOTE	140p.; Prepared with the assistance of Westat, Inc. For previous reports, see ED 250 364 and ED 250 363
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Statistical Data (110)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Academic Achievement; Accountability; Achievement Tests; *Basic Skills; Educational Legislation; Elementary Education; Elementary School Mathematics; Grade 3; Grade 5; Grade 8; Graduation Requirements; Language Arts; Reading Comprehension; School Districts; Scores; *State Programs; State Standards; *Testing Programs; *Test Results
IDENTIFIERS	*California Achievement Tests; *Maryland Accountability Assessment Program

ABSTRACT

The Maryland Accountability Testing Program Annual Report is a reference document on basic skills test data for grade levels three, five, and eight. The average grade equivalent scores on the California Achievement Tests (CAT) for all three grade levels in reading comprehension, language, and mathematics for the school year 1983-1984 are included. The major findings from analyses of the statewide results indicate that participating Maryland pupils in the fall of 1983 scored in excess of the 1976 norm sample for these grades. In addition to detailed tables of the test results by school, district, and state, this report includes: (1) a definition of educational accountability and an introduction to the Maryland Educational Accountability Program; (2) the State Board of Education's Resolution on Assessment Program; (3) Maryland prerequisites for high school graduation; and (4) a description of the assessment instruments used to measure academic achievement. (DWH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED256791

Maryland Accountability Testing Program Annual Report

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G.A. Gregory
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

School Year 1983-1984

Tm 850 263

Maryland State Department Of Education

2

MARYLAND STATE BOARD OF EDUCATION

Frederick K. Schoenbrodt
President ..... Ellicott City 1985

G. Georga Asaki
Vice President ..... Pasadena 1987

Mary B. Bolt ..... Frostburg 1989
Mary Elizabeth Ellis ..... Salisbury 1988
Herbert L. Fishpaw ..... Towson 1987
Joanne T. Goldsmith..... District Heights..... 1985
Rosetta G. Kerr ..... Baltimore 1986
Albertine T. Lancaster ..... California 1986
Lawrence A. Shulman..... Rockville..... 1989

David W. Hornbeck
Secretary-Treasurer of the Board
State Superintendent of Schools

Joseph L. Shilling
Deputy State Superintendent of Schools

Richard J. Deasy
Assistant State Superintendent in Instruction

James W. Latham, Jr.
Director, Division of Instruction

Paul L. Williams
Chief, Program Assessment Branch

Saeed Salehi
Specialist, Statistics and Evaluation

Statement of Nondiscrimination

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping condition in matters affecting employment or in providing access to programs. For inquiries related to Departmental policy, contact the Office of Equal Opportunity.

MSDE
October 1984

Maryland Accountability Testing Program Annual Report

School Year 1983-1984

Prepared With The Assistance Of Westat, Inc.
October 1, 1984

Maryland State Department Of Education

DAVID W. HORNBECK
STATE SUPERINTENDENT

SPECIAL EDUCATION TTY 659-2666*
VOC-REHABILITATION TTY 659-2252*
FOR DEAF ONLY

MARYLAND STATE DEPARTMENT OF EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2595
(301) 659-2200

October 1, 1984

To the Honorable Harry Hughes, Governor of Maryland, and Members of the Maryland General Assembly:

I am pleased to submit this annual report on Maryland's Educational Accountability Program in compliance with the Annotated Code of Laws of Maryland, §7-203.

We are encouraged with the test results shown for school year 1983-84. As you will see, the results at each grade level on both reading and mathematics demonstrate that the average Maryland youngster is performing above the national norm. The continuing trend of advancement in achievement results is an encouraging indicator of our improved educational program.

The development and operation of the program and the publication of this report were dependent on your support and the extensive efforts by state and local educators, parents, and the students themselves. To all concerned, especially teachers and other school level staff, we extend our thanks.

Sincerely,

DAVID W. HORNBECK
State Superintendent of Schools

DWH:jeb

TABLE OF CONTENTS

Chapter		Page
	Maryland Accountability Testing Program Annual Report Overview.	1
1	INTRODUCTION.	3
	1.1 The Definition of Accountability	3
	1.2 The Law.	3
	1.3 Characteristics of the Maryland Educational Accountability Program . . .	4
	1.4 Program Implementation	5
	1.5 The Norm-Referenced Component of the Maryland Educational Accountability Program.	7
	1.6 Administrative Responsibility for the Maryland Educational Accountability Program.	8
2	STATE, LOCAL EDUCATION AGENCY, AND SCHOOL LEVEL ASSESSMENT INFORMATION.	11
	2.1 Introduction	11
	2.2 General Characteristics of Public Schooling in Maryland.	11
	2.3 State Level -- Accountability Assessment Information.	15
	2.4 Local Education Agency Level Data, 1983-1984	23

Appendix		
A	Public School Laws of Maryland §7-203 Education Accountability Program.	A-1
B	Maryland State Board of Education Resolution on Assessment Program	B-1
C	Maryland Prerequisites for Graduation	C-1
D	Instruments Used to Measure Academic Achievement	D-1

LIST OF TABLES AND FIGURES

Table		Page
2-1	Staff level -- comparison of educational characteristics, by school year	12
2-2	Characteristics of teaching staff	12
2-3	Maryland state level -- average grade equivalent scores for CAT subtests (reading comprehension, language total, and mathematics total) 1980-81 and 1981-82, 1982-83, and 1983-84	16

Figure		
2-1	State level data, 1983-84 grade equivalent test results -- third grade.	19
2-2	State level data, 1983-84 grade equivalent test results -- fifth grade	20
2-3	State level data, 1983-84 grade equivalent test results -- eighth grade.	21

INDEX OF LEA* AND SCHOOL LEVEL CAT GRADE EQUIVALENT SCORES

LEA	Pages
Allegany County	23-25
Anne Arundel County	27-33
Baltimore City	35-45
Baltimore County	47-56
Calvert County	57-58
Caroline County	59-60
Carroll County	61-63
Cecil County	65-67
Charles County	69-71
Dorchester County	73-74
Frederick County	75-78
Garrett County	79-81
Harford County	83-86
Howard County	87-90
Kent County	91-92
Montgomery County	93-101
Prince George's County	103-113
Queen Anne's County	115-116
St. Mary's County	117-119
Somerset County	121-122
Talbot County	123-124
Washington County	125-127
Wicomico County	129-131
Worcester County	133-134

*Local Education Agency

MARYLAND ACCOUNTABILITY TESTING PROGRAM ANNUAL REPORT OVERVIEW

The Maryland Accountability Testing Program Annual Report is a reference document on test data for the public. It provides a survey both of test results and of the progress being made by students attending Maryland public schools in grades 3, 5, and 8.

FEATURES OF THE REPORT

- A definition of educational accountability and an introduction to the Maryland Educational Accountability Program;
- State and local level accountability assessment information; and
- Appendixes:
  - Public Law §7-203--the Maryland Educational Accountability Program
  - State Board of Education's Resolution on Assessment Program
  - Maryland prerequisites for graduation
  - A description of the assessment instruments used to measure academic achievement

STATEWIDE TEST RESULTS

The California Achievement Tests (CAT), administered for the first time in the fall of 1980, replaced the Iowa Tests of Basic Skills (ITBS) as the standardized achievement tests used to meet the legislative mandate under Public Law §7-203 -- Educational Accountability Program.

In this report, basic skills areas for three grade levels are covered, along with average grade equivalent scores (G.E.). Included are reading comprehension, language, and mathematics scores for grades 3, 5, and 8.

The following major findings from analyses of the statewide results indicate how well the participating Maryland pupils did in the fall of 1983 compared with the 1976 national norm sample for these grades:

- The Maryland third grade G.E. results show that our students performed slightly above the national norm sample students. In reading comprehension, Maryland third graders scored 3.5 (3.3 for national norm); for language skills their grade equivalent score was 3.7 (3.4 for national norm); and in mathematics, it was 3.4 (3.1 for national norm).

- Maryland fifth graders exceeded the national norm on reading comprehension, scoring 5.9 as compared to the 5.5 national norm. At 6.7 they scored higher in language skills than the national norm students (5.6), and at 5.7 they scored higher in mathematics (5.3 for national norm).

- Eighth graders in Maryland exceeded the national norms on all three tests. For reading comprehension, their score was 9.7 (8.4 for national norm). With a G.E. of 9.7 they scored above the national norm (8.3) in language skills. In mathematics their score of 9.2 also topped the national norm (8.5).

CHAPTER 1 INTRODUCTION

This report is published to provide the Governor, the General Assembly, the education community, and the general public with information about the progress of Maryland public school students as measured by nationally-normed standardized tests. This chapter describes the concept of educational accountability and provides background information about the Maryland Educational Accountability Program.

1.1 The Definition of Accountability

Simply stated, educational accountability is an attempt to measure, disclose, interpret, and improve results achieved by public school education programs. Its purposes are (1) to promote an understanding of the relationships among the quality of education, the characteristics of educational settings and programs, the processes of education, and needed and available human and material resources and (2) on the basis of this understanding, to make improvements in the educational system.

1.2 The Law

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, of the Annotated Code of the Laws of Maryland was passed. The law was called the "Educational Accountability Act." Since 1978, however, with the restructuring of the Annotated Code, this same law has become known as §7-203, the Educational Accountability Program (see Appendix A).

The program provides for the establishment of a statewide accountability system to ensure that educational programs lead to the attainment of established goals and objectives (see Appendix C) and to provide information for the analysis of the differential effectiveness of instructional programs.

The program requires: (1) a school-by-school survey of the current status of student achievement in relation to established objectives; (2) the development of programs by each school for meeting its own needs; and (3) the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives also is stipulated.

Beginning in January 1975, a yearly report must be submitted by the State Superintendent of Schools to the Governor and the General Assembly. This report of test results must include, but not necessarily be limited to, the progress made by the Maryland State Department of Education, by the local school systems, and by each individual school toward achievement of their respective goals and objectives. Also included should be recommendations for legislation deemed necessary to improve the quality of education in Maryland. This Maryland Accountability Testing Program Annual Report for school year 1983-84 is published to meet this legislative mandate.

1.3 Characteristics of the Maryland Educational Accountability Program

The Maryland State Department of Education (MSDE) views educational accountability as an attempt to explain the results achieved by public school programs. Accountability

promotes an understanding of the relationship between the quality of education and available resources and, on the basis of that understanding, brings about improvements in the educational system.

Specifically, Maryland's educational accountability program has three basic characteristics. First is its positive emphasis. It enables a determination of which programs are effective and which are not. Elimination or modification of the ineffective programs and wider dissemination and usage of the effective ones then can lead to general improvement of educational programs and opportunities for all students.

Second, the educational accountability program is more than a testing program. A testing program logically can be a part of an accountability program, but it is by no means the whole program. It is more important that test results be interpreted in terms of local objectives and not solely in terms of national norms.

Finally, there is the reciprocal nature of accountability; that is, an accounting is demanded of <u>all</u> personnel, not just of teachers. Teachers can achieve most effectively when supplied with adequate and appropriate resources, constructive working conditions, and effective and supportive school administrators. Accountability for providing teachers with these resources, support services, and conditions falls on individuals (at all levels) who are outside the classroom.

1.4 Program Implementation

The state plan for the implementation of the educational accountability program is part of Maryland's compre-

hensive program assessment plan for school year 1983-84, which is described in The Maryland State Department of Education Assessment Program: Resource Paper No. 3. This plan was designed both to establish an integrated statewide testing program and to facilitate the development of the Project Basic graduation prerequisites. Specific details and responsibilities for administering the program are found in the Maryland Accountability Coordinator's Handbook.

In the plan adopted by the Maryland State Board of Education in 1979, the norm-referenced tests selected for accountability purposes (the California Achievement Tests) are combined with the criterion-referenced tests for basic skills (the Maryland Functional Reading Tests, the Maryland Functional Mathematics Tests, the Maryland Functional Writing Tests, and the Maryland Test of Citizenship Skills) into a statewide assessment strategy for the 1980s. This assessment strategy will serve the following purposes:

1. To provide local school systems with diagnostic evaluation of their instructional programs;

2. To certify student acquisition of graduation prerequisites in basic skills (reading, mathematics, and writing) as well as citizenship skills;

3. To explain the results achieved by public school programs; and

4. To promote an understanding of the relationship between the quality of education and available resources and, on the basis of that understanding, to make educational improvements.

This report deals only with the norm-referenced component of the MSDE assessment program.

1.5 The Norm-Referenced Component of the Maryland Educational Accountability Program

On September 26, 1979, the Maryland State Board of Education adopted Resolution 1979-46: The Maryland State Department of Education Assessment Program for Students (see Appendix B). That resolution specifies, among other items, that the state will use the California Achievement Tests (CAT), published by CTB/McGraw Hill and copyrighted 1977, 1978, as the statewide norm-referenced tests beginning in the 1980-81 school year. Major reasons for selecting the California Achievement Tests were:

1. The CAT was the choice of the Advisory Task Force on Statewide Assessment over other norm-referenced tests because it met the nine selection criteria used at that time:
   - Accepted standards of validity and reliability;
   - The relationship of the content of the test to instructional goals and objectives of the state and local school systems;
   - The ability to utilize data generated by the tests to shape instructional decisions for groups of 30 or more;
   - The tests' norming population characteristics, as compared with known characteristics of Maryland students;
   - The demonstration of the tests as being non-discriminatory towards blacks and other minorities;
   - The ability to approximate criterion-referenced scores from norm-referenced test scores;
   - The willingness of the test publisher to provide customized scoring services;
   - The possibilities offered for out-of-level testing; and

- The differential cost of each alternative test.

2. The CAT closely matches the curriculum programs of the local education agencies (LEA's)[1] as well as MSDE goals, competencies, and related objectives;

3. CAT tests were already in use in several LEA's in Maryland; and

4. Maryland students from Baltimore City and other areas participated in the initial norming of the CAT.

Levels 13C (grade 3), 15C (grade 5) and 18C (grade 8) are to be used for accountability testing. The complete CAT battery of tests for each level is available. However, the state reporting requirements are limited to the following subtests: reading comprehension, language total, and mathematics total.

1.6 Administrative Responsibility for the Maryland Accountability Program

The responsibility for carrying out the accountability program rests with all levels of the professional education community. The teachers, supervisors, and administrators must be cognizant of the responsibilities at each level so that expectations are clear to all participating personnel.

Responsibilities at the state level include overall planning and coordinating of the program; providing support and assistance to school systems in reporting assessment data; providing the Governor and the legislature with a report based on

---

[1] LEA's refer to county and city school systems

Maryland Accountability Program results; implementing accountability legislation; developing a procedure for receipt, storage, and security of assessment data; and providing school systems with criteria for identifying pupils to be excluded from assessment.

The responsibilities for administration of the program at the school system level reside with local accountability coordinators, school principals, and teachers. Such a delineation of responsibility is an attempt to ensure that the administration of the CAT and other statewide tests is carried out under uniform conditions and that results are reported systematically and consistently.

CHAPTER 2 STATE, LOCAL EDUCATION AGENCY, AND SCHOOL LEVEL ASSESSMENT INFORMATION

2.1 Introduction

In the following pages state-level average grade equivalent scores on the California Achievement Tests (administered in the fall of 1983) are presented and discussed for grades 3, 5, and 8. Subsequently, summary data for each local education agency (LEA) are provided with a school-by-school listing of grade equivalent scores for these grades in reading comprehension, language skills, and mathematics skills.

A brief longitudinal profile of Maryland's public schools' enrollment and educational resources is introduced to provide some background information on the state's public education program.

2.2 General Characteristics of Public Schooling in Maryland

During the 1983-84 school year, public education was the primary activity of nearly 800,000 persons in the State of Maryland. The state's total expenditure for its educational program exceeded $2 billion with an average cost per pupil of $2,925. The system employed a professional staff of 67,000 to help educate approximately 683,500 students attending 1,231 public institutions throughout Maryland.

Tables 2.1 and 2.2 illustrate some important longitudinal trends in the state's educational processes. These trends may be identified as follows:

Table 2-1. Staff level -- comparison of educational characteristics, by school year

School year	Total enrollment (number)	Avg. daily attendance (percent)	Avg. pupils per staff member (1) (number)
1974-75	894,314	92.0	18.8
1975-76	880,900	92.2	18.4
1976-77	860,779	92.7	17.9
1977-78	836,807	93.4	17.6
1978-79	809,933	93.2	17.2
1979-80	777,725	93.3	16.6
1980-81	750,776	92.0	16.4
1981-82	721,841	91.6	16.2
1982-83	699,455	91.4	16.1
1983-84	683,491	91.3	16.0

Table 2-2. Characteristics of teaching staff

School year	Number of professional staff (2)	Average salary of teachers (in dollars)	Percent professional staff with master's degree or above
1975-76	48,242	14,075	32.0
1976-77	48,311	14,755	34.5
1977-78	47,731	15,616	38.2
1978-79	47,376	16,426	39.7
1979-80	46,882	17,685	41.6
1980-81	45,797	NA	43.0
1981-82	44,658	21,032	46.1
1982-83	42,877	22,800	46.7
1983-84	42,530	24,100	46.9

(1) - Based on the number of permanent professional staff

(2) - School level professional staff

- Public schools' enrollment has shown a steady decline in the past decade.
- The average daily attendance percentage has remained relatively steady.
- There has been consistent improvement in the pupils-per-teacher ratio in the past ten years.
- There has been a considerable improvement in the professional educational qualifications of Maryland teachers and administrators.
- While Maryland's public school enrollment declined by more than 22 percent in the past nine years, the number of professional staff employed decreased by less than 12 percent during the same period, resulting in considerable improvement in the state's pupils-per-teacher ratio.

When Maryland's schools and educational financing are compared with the United States as a whole, Maryland takes a strong and healthy position. Comparison with the national educational profile can highlight these results:

- The median number of school years completed by Maryland residents 18 years of age or older is slightly higher (12.6 years) than that of the United States as a whole (12.5 years), according to the Bureau of Census, Current Population Reports, Series P-20, No. 334.
- Illiteracy in Maryland (0.9%) is well below that of the United States (1.2%), according to the Bureau of the Census, Statistical Abstract of the United States, 1975.
- The number of pupils enrolled per teacher in public elementary and secondary schools of Maryland (18.52) in the fall of 1981 was slightly better than the national ratio of 18.54 pupils per teacher. (Source: National Education Association Research Memo, Ranking of the States, 1983).

- The estimated expenditure per public elementary and secondary pupil in Maryland was $2,925 and noticeably above the national average of $2,567. (Source: National Education Association Research Memo, Ranking of the States, 1983).

- The average annual salary of Maryland's instructional staff ($22,786) compares favorably with that of the United States ($20,603), according to the 1982 Digest of Education Statistics.

2.3 State Level -- Accountability Assessment Information

MARYLAND

State Level Test Results

Table 2-3 shows, by grade level, the state average grade equivalent (G.E.) scores on selected subtests of the California Achievement Tests (CAT). These average grade equivalent scores were computed from student data.

Interpretation of test scores is facilitated if they are thought of as descriptive of the "average" Maryland student, although such a person does not exist in reality. These data are subject to error in interpretation or varying points of view on what the students should have learned. Yet the larger question remains: Are the observed average grade equivalents good, bad, or indifferent?

BEST COPY AVAILABLE

Table 2-3. Maryland state level -- average grade equivalent scores for CAT subtests (reading comprehension, language total, mathematics total), 1980-81, 1981-82, 1982-83, and 1983-84

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.0	3.3	3.0
	1981-82	3.4	3.6	3.3
	1982-83	3.5	3.7	3.4
	1983-84	3.5	3.7	3.4
5	1980-81	5.5	6.0	5.3
	1981-82	5.8	6.4	5.5
	1982-83	5.7	6.6	5.6
	1983-84	5.9	6.7	5.7
8	1980-81	8.6	8.6	8.6
	1981-82	9.3	9.2	9.0
	1982-83	9.3	9.4	9.0
	1983-84	9.7	9.7	9.2

An obvious approach to finding the answer to this question is a comparison of Maryland scores with the "national norms." Many people understand the term "national norm" to be a scoring level which would be "normal" or "expected" for an average student at a particular grade level. But no such meaning is implied in the official use of this term by those who established the norms or by those who make professional reference to them.

In making such comparisons it is important to take into account a number of understandings and limitations associated with grade equivalent scores:

- Grade equivalent scores indicate the average performance of students at various grade levels. For any particular grade equivalent, 50 percent of the students in the national norm sample are above this norm and 50 percent below. Consequently, a

BEST COPY AVAILABLE

particular grade norm should not be interpreted as something all of our students should attain. If half of our students are above norm and half are below, it may be concluded that our students compare favorably with the students in the national norm group. Whether this condition is good or bad depends on several factors, such as the ability of our students, the extent to which the learning outcomes measured by the test reflect our curriculum emphasis, and the quality of educational facilities at our disposal. If our students have above-average ability and are being taught under conditions comparable to those of the schools in the norm group, merely matching the norm would be cause for concern. On the other hand, if our pupils or educational facilities are inferior to those in the norm group, reaching the norm could be a matter of considerable pride. In any case, it is well to remember that the norm is merely an average score made by students in the standardization group. As such, it represents the typical performance of average students in average schools and should not be considered a standard of excellence to be achieved by others.

- The popularity of grade norms or grade equivalent scores is largely due to the fact that test performance is expressed in units that are apparently easy to understand and interpret. One serious limitation of grade norms is that the units are not equal on different parts of the scale or from one test to another. A year of growth in arithmetic achievement from grade 4.0 to 5.0, for example, might represent a much greater improvement than an increase from grade 2.0 to 3.0 or grade 8.0 to 9.0. Unequal units result from the fact that growth in school subjects is uneven. An additional complication is that patterns of growth vary from subject to subject so that grade units stretch and contract at different points of the scale and different subjects. In general, grade equivalents provide units which are most comparable when used at the elementary level in those areas receiving relatively consistent instructional emphasis - mathematics, language skills, and reading.

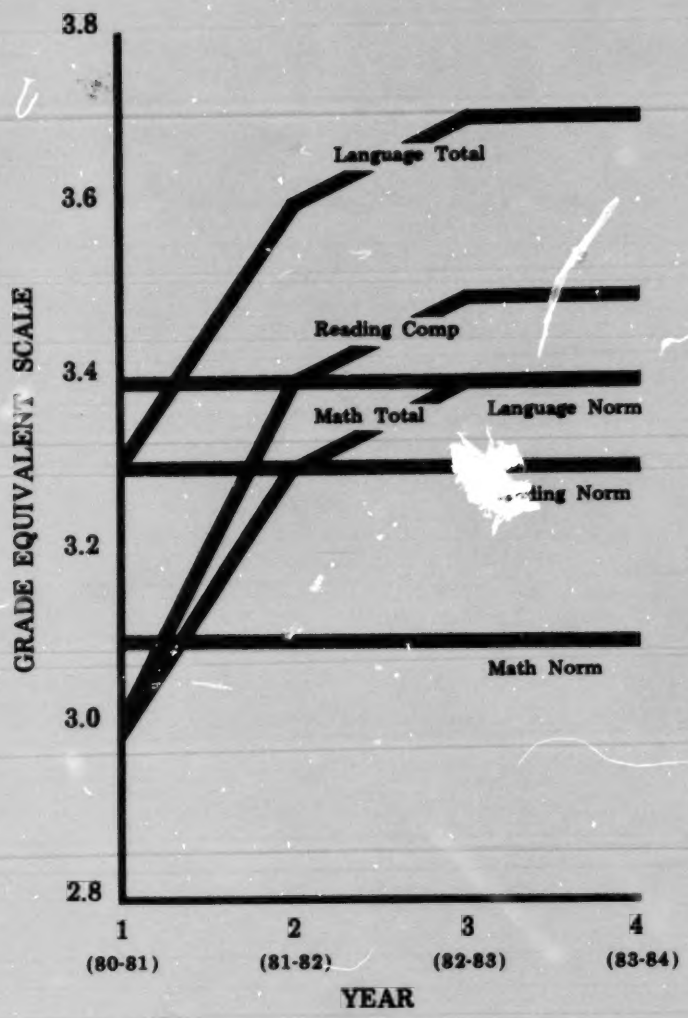
- An additional limitation is that high and low grade equivalent scores have dubious meaning. Raw scores corresponding to grade equivalents below grade 3 and above grade 9 are usually estimated

(by extrapolation) rather than determined by measurement. This procedure results in artificial units that do not correspond to the achievement of pupils in any particular group. Estimating these grade equivalents is often necessary because the younger students do not have the needed skills to take the test and because growth in the basic skills tends to level off in the eighth and ninth grades.

- Another common misinterpretation of grade norms, although not due to weaknesses in the scoring system itself, is to assume that if a student earns a certain grade equivalent score in a subject, he or she is ready to do work at that level. For example, it might be concluded that a fourth-grade student should be doing sixth-grade work in language skills if she earns a grade equivalent of 6.0 on a language skills test. The grade equivalent score of 6.0, however, may represent nothing more than a thorough mastery of language skills taught in the first four grades. Thus, grade equivalents should never be interpreted literally. Students at different grade levels who earn the same grade equivalent score are apt to be ready for quite different types of instruction.

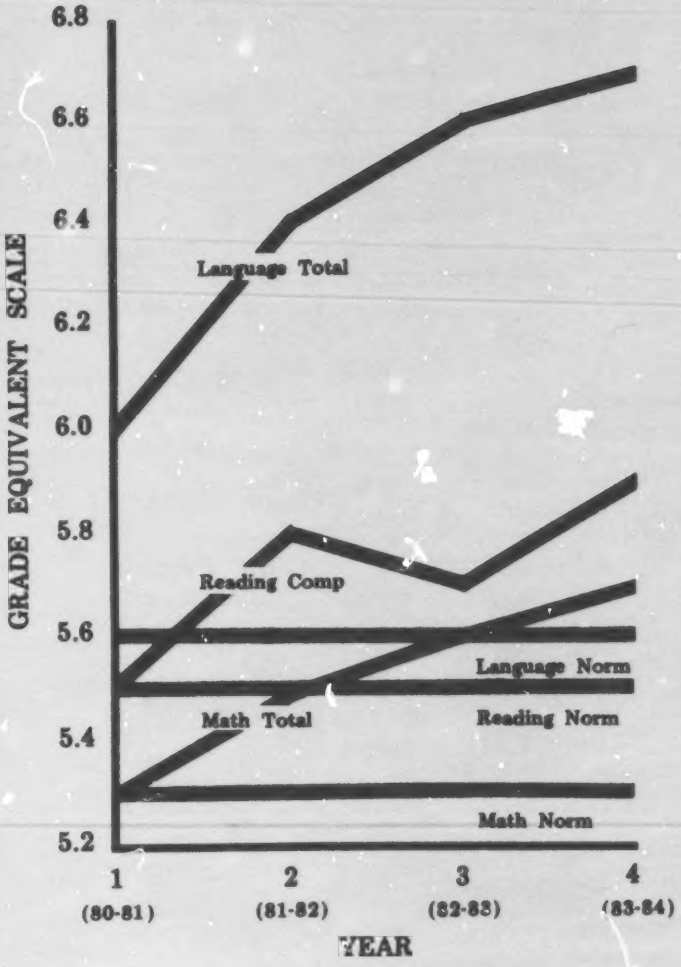
Taking into account all of these precautions against both stringent over-interpretation and unwarranted ignoring of the data, what does Table 2-3 tell us about the basic skills achievement of the "average" Maryland student for the 1983-84 school year? The following are some pertinent observations, by grade level, which constitute a partial answer to this question.

Figure 2-1. Grade Equivalent Test Results -- Third Grade



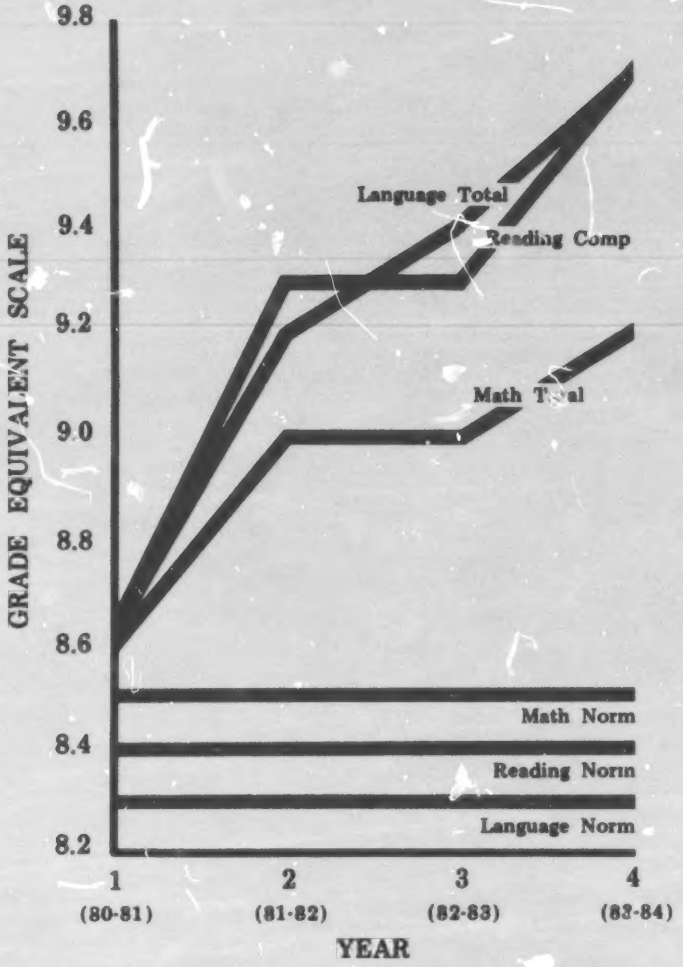
The Maryland third grade equivalent results show that our students performed slightly above the national norm sample students. In addition, their performance in all three subjects (reading comprehension, language skills, and mathematics) indicated marked improvement over the previous year's performance. In reading comprehension, Maryland third graders scored 3.5 (3.3 for national norm); for language skills their grade equivalent score was 3.7 (3.4 for national norm); and in mathematics, it was 3.4 (3.1 for national norm).

Figure 2-2. Grade Equivalent Test Results -- Fifth Grade



Maryland fifth graders exceeded the national norm on reading comprehension, scoring 5.9 as compared to the 5.5 national norm. At 6.7 they scored higher in language skills than the national norm students (5.6), and at 5.7 they scored higher in mathematics (5.3 for national norm).

Figure 2-3. Grade Equivalent Test Results -- Eighth Grade



Eighth graders in Maryland exceeded the national norms on all three tests. For reading comprehension, their score was 9.7 (8.4 for national norm). With a G.E. of 9.7 they scored above the national norm (8.3) in language skills. In mathematics their score of 9.2 also topped national norms (8.5).

The overall pattern of consistent improvement in performances of these students over the previous years' classes is most encouraging. The 1983-84 Maryland scores not only show continual improvement over the preceding years, but also exceed the national norm sample scores in each category.

2.4 Local Education Agency Level Data, 1983 - 1984

ALLEGANY COUNTY

- Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.6	3.8	3.1
	1981-82	3.4	3.5	3.2
	1982-83	3.5	3.7	3.3
	1983-84	3.6	3.6	3.3
5	1980-81	6.0	6.2	5.4
	1981-82	5.6	5.8	5.3
	1982-83	5.6	5.9	5.3
	1983-84	5.7	6.2	5.3
8	1980-81	8.9	8.9	8.8
	1981-82	8.7	8.7	8.4
	1982-83	9.0	9.3	8.9
	1983-84	9.2	9.1	8.9

- Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

BEST COPY AVAILABLE

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BARTON ELEM	3	3.2	3.4	3.3
	5	5.2	4.7	4.8
BEALL ELEM	3	3.3	2.8	3.0
	5	5.8	5.7	5.4
BEALL JR SR	8	9.3	8.8	8.8
BEL AIR ELEM	3	3.7	4.1	3.4
	5	5.8	6.5	5.3
BRADDOCK JR	8	9.6	10.0	9.0
BRUCE JR SR	8	9.5	9.0	8.9
CASH VALLEY ELEM	3	3.8	4.3	3.6
	5	6.0	6.9	5.7
COLUMBIA STREET ELEM	3	3.0	3.2	3.1
	5	4.9	5.5	5.1
CRESAPTOWN ELEM	3	3.7	3.6	3.3
	5	5.9	6.0	5.8
EAST SIDE ELEM	3	3.9	4.0	3.4
	5	5.4	5.2	5.3
ECKHART ELEM	3	4.2	4.6	3.5
	5	4.9	5.9	4.7
FLINTSTONE K-12	3	3.6	3.5	3.2
	5	5.4	5.4	5.2
	8	8.5	7.9	8.3
FROST ELEM	3	4.0	5.2	3.6
	5	6.3	7.3	5.7
GEORGE'S CREEK ELEM	3	3.0	3.4	3.2
	5	5.4	5.8	5.1
GEPHART ELEM	3	3.5	4.1	3.3
	5	6.5	7.9	6.0

BEST COPY AVAILABLE

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
JOHN HUMBIRD ELEM	3	3.4	3.1	3.2
	5	5.6	5.2	4.9
JOHNSON HGHTS ELEM	3	3.8	3.8	3.2
	5	6.6	7.7	5.7
MCCOOLE ELEM	3	2.7	2.8	3.1
	5	4.3	4.6	4.6
MT SAVAGE K-12	3	3.5	3.4	3.4
	5	5.8	5.6	4.6
	8	8.8	8.4	8.3
NORTHEAST ELEM	3	3.4	3.3	3.4
	5	6.2	6.9	5.7
OLDTOWN K-12	3	3.1	2.8	3.1
	5	5.0	5.0	4.9
	8	9.5	8.6	8.2
PARKSIDE ELEM	3	4.0	4.4	3.4
	5	7.2	8.3	6.3
SOUTH PENN ELEM	3	3.3	3.1	3.2
	5	5.2	5.5	4.8
VALLEY JR SR	8	8.2	8.6	9.0
WASHINGTON JR	8	9.4	9.3	8.9
WEST SIDE ELEM	3	3.3	3.4	3.3
	5	5.7	6.0	5.5
WESTERNPORT ELEM	3	3.3	3.5	3.2
	5	5.3	5.9	5.2

2.4 Local Education Agency Level Data, 1983 - 1984

ANNE ARUNDEL COUNTY

- Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.5	3.6	3.4
	1981-82	3.5	3.6	3.4
	1982-83	3.6	3.8	3.5
	1983-84	3.6	3.8	3.5
5	1980-81	5.9	6.6	5.5
	1981-82	5.9	6.6	5.5
	1982-83	5.9	6.7	5.6
	1983-84	6.1	6.9	5.6
8	1980-81	9.3	9.0	8.9
	1981-82	9.4	9.1	9.0
	1982-83	9.8	9.3	9.1
	1983-84	9.9	9.4	9.3

- Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

BEST COPY AVAILABLE

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ANNAPOLIS ELEM	3	2.9	3.1	3.2
	5	5.8	6.2	5.4
ANNAPOLIS JR	8	8.5	7.9	8.9
ARNOLD ELEM	3	3.8	3.8	3.5
	5	6.7	8.3	6.6
ARUNDEL JR	8	9.8	9.5	9.3
BATES JR	8	9.6	9.5	9.0
BELLE GROVE ELEM	3	4.0	4.3	3.5
	5	5.8	7.0	5.5
BELVEDERE ELEM	3	3.7	4.1	3.6
	5	6.7	7.5	5.7
BENFIELD ELEM	3	4.5	5.9	4.3
	5	7.9	8.7	6.8
BODKIN ELEM	3	3.8	4.2	3.6
	5	6.4	7.4	5.9
BROADNECK ELEM	3	4.0	4.5	3.7
	5	6.9	8.5	6.6
BROCK BRIDGE ELEM	3	3.2	3.4	3.0
	5	6.3	6.8	5.2
BROOKLYN PARK ELEM	3	3.4	4.0	3.4
	5	5.6	5.7	5.4
BROOKLYN PARK JR SR	8	9.9	9.5	9.1
CAPE ST CLAIRE ELEM	3	3.8	3.8	3.5
	5	6.6	7.4	6.0
CARRIE R WEEDON ELEM	3	3.4	3.2	3.0
	5	7.8	8.3	6.4
CENTRAL ELEM	3	3.8	3.8	3.6
	5	6.5	6.9	5.5

BEST COPY AVAILABLE

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CENTRAL MID	8	9.7	8.9	9.4
CHESAPEAKE BAY MID	8	9.7	9.0	9.9
CORKRAN JR	8	10.0	9.5	9.0
CROFTON ELEM	3	4.0	4.4	3.5
	5	6.1	6.2	5.5
CROFTON JR	8	10.4	10.1	10.0
CROFTON WOODS ELEM	3	4.2	4.7	3.8
	5	6.9	8.0	6.4
DAVIDSONVILLE ELEM	3	3.6	3.4	3.3
	5	7.4	8.3	6.3
DEALE ELEM	3	2.8	3.6	3.3
	5	5.1	5.6	4.9
EASTPORT ELEM	3	3.6	3.3	3.3
	5	4.9	5.3	5.0
EDGEWATER ELEM	3	3.4	3.6	3.3
	5	5.7	5.9	5.2
FERNDALE ELEM	3	3.3	4.7	3.5
	5	6.3	6.9	6.0
FOLGER MCKINSEY ELEM	3	4.3	5.3	3.5
	5	7.8	8.1	6.4
FORT SMALLWOOD ELEM	3	3.8	4.5	3.6
	5	5.6	6.8	5.3
FOUR SEASONS ELEM	3	3.7	3.8	3.4
	5	6.5	7.1	5.0
FREETOWN ELEM	3	2.9	3.4	3.2
	5	4.5	4.6	4.7
GEORGE CROMWELL ELEM	3	3.4	4.2	3.6
	5	5.7	7.1	5.9

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
GEORGE FOX MID	8	8.9	9.5	8.8
GEORGETOWN EAST ELEM	3	3.4	3.1	3.6
	5	6.3	7.4	5.6
GERMANTOWN ELEM	3	3.3	3.4	3.4
	5	5.3	5.6	5.1
GLEN BURNIE PK ELEM	3	3.3	3.4	3.3
	5	5.0	5.5	4.6
GLENDALE ELEM	3	3.7	4.4	3.6
	5	5.5	6.5	5.6
HARMAN ELEM	3	3.2	3.2	3.2
	5	6.2	6.9	5.6
HIGH POINT ELEM	3	3.5	3.5	3.3
	5	5.4	7.4	6.0
HILLSMERE ELEM	3	3.4	3.6	3.5
	5	5.6	6.3	5.4
HILLTOP ELEM	3	3.9	5.3	3.7
	5	6.5	8.5	6.4
JACOBSVILLE ELEM	3	3.9	4.6	3.9
	5	6.2	8.2	6.0
JESSUP ELEM	3	3.0	3.3	3.2
	5	5.6	6.2	5.3
JONES ELEM	3	4.3	4.3	3.8
	5	6.3	8.0	5.6
LAKE SHORE ELEM	3	3.8	3.8	3.5
	5	5.6	6.4	5.6
LINTHICUM ELEM	3	3.6	3.5	3.3
	5	6.0	7.4	5.8
LOTHIAN ELEM	3	3.4	3.6	3.5
	5	5.8	7.9	5.9

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
MACARTHUR MID	8	9.2	8.5	8.9
MANOR VIEW ELEM	3	3.3	2.8	3.2
	5	6.0	6.0	5.2
MARLEY ELEM	3	3.3	3.7	3.4
	5	5.7	7.1	5.3
MARLEY JR	8	8.4	8.4	8.5
MARYLAND CITY ELEM	3	3.7	4.1	3.5
	5	5.8	6.7	5.5
MAYO ELEM	3	3.9	4.7	3.7
	5	6.8	8.6	6.7
MEADE HEIGHTS ELEM	3	3.6	3.7	3.4
	5	5.4	5.5	5.5
MILLERSVILLE ELEM	3	3.6	3.9	3.3
	5	6.4	6.6	6.0
NORTH GLEN ELEM	3	3.3	3.4	3.2
	5	5.2	6.2	5.3
OAK HILL ELEM	3	4.3	5.1	3.8
	5	5.8	6.6	5.7
ODENTON ELEM	3	3.1	3.5	3.4
	5	6.2	7.7	5.8
OLD MILL MID #1 NOR	8	9.7	9.6	9.0
OLD MILL MID #2 SOU	8	10.2	10.2	9.8
OVERLOOK ELEM	3	3.9	3.8	3.9
	5	5.0	6.5	5.5
PARK ELEM	3	3.6	4.4	3.6
	5	5.7	6.7	5.6
PAROLE ELEM	3	2.7	2.8	3.0
	5	5.4	6.4	5.5

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
PASADENA ELEM	3	3.6	3.7	3.5
	5	5.4	6.6	5.6
PERSHING HILL ELEM	3	3.4	3.6	3.3
	5	6.1	6.6	5.6
POINT PLEASANT ELEM	3	3.5	3.7	3.3
	5	5.4	6.4	5.6
QUARTERFIELD ELEM	3	3.8	4.0	3.5
	5	7.1	8.3	6.6
RICHARD HENRY LEE EL	3	3.5	3.9	3.5
	5	5.6	5.9	5.5
RIDGEWAY ELEM	3	3.7	3.7	3.4
	5	5.9	6.7	5.3
RIPPLING WOODS ELEM	3	4.0	4.3	3.6
	5	6.8	8.0	5.8
RIVIERA BEACH ELEM	3	3.8	4.3	3.6
	5	6.3	8.1	6.2
ROLLING KNOLLS ELEM	3	3.9	4.2	3.6
	5	6.5	6.6	5.7
SEVERN ELEM	3	3.4	3.1	3.2
	5	5.4	5.8	5.5
SEVERN RIVER JR	8	10.9	10.3	10.7
SEVERNA PARK ELEM	3	4.3	5.7	4.4
	5	6.4	8.1	5.5
SEVERNA PARK MID	8	10.6	10.5	10.1
SHADY SIDE ELEM	3	3.7	5.4	3.6
	5	6.3	8.0	5.5
SOLLEY ELEM	3	2.7	3.2	2.9
	5	5.8	6.3	5.3

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SOUTH SHORE ELEM	3	4.0	4.6	3.5
	5	6.3	7.0	6.6
SOUTHERN MID	8	8.9	8.7	8.8
SOUTHGATE ELEM	3	3.8	3.6	3.4
	5	5.7	7.1	5.5
SUNSET ELEM	3	3.0	3.6	3.4
	5	5.1	5.5	5.1
TRACEYS ELEM	3	4.3	4.5	3.7
	5	5.5	5.6	5.2
TYLER HEIGHTS ELEM	3	2.7	3.1	3.0
	5	5.1	4.6	4.9
VAN BOKKELEN ELEM	3	2.9	3.6	3.3
	5	5.3	6.7	5.4
WAUGH CHAPEL ELEM	3	3.4	4.0	3.5
	5	6.0	6.7	5.5
WEST ANNAPOLIS ELEM	3	3.5	3.5	3.3
	5	5.5	5.8	5.2
WEST MEADE ELEM	3	3.6	3.8	3.3
	5	6.1	6.7	5.3
WOODSIDE ELEM	3	3.4	3.5	3.5
	5	5.9	7.5	6.4

2.4 Local Education Agency Level Data, 1983 - 1984

BALTIMORE CITY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	2.3	2.6	2.5
	1981-82	2.5	2.7	2.8
	1982-83	2.6	2.8	2.9
	1983-84	2.7	2.9	2.9
5	1980-81	4.3	4.5	4.7
	1981-82	4.6	4.7	5.0
	1982-83	4.6	5.0	5.2
	1983-84	4.9	5.3	5.3
8	1980-81	7.1	6.8	7.6
	1981-82	7.8	7.6	8.0
	1982-83	7.6	7.4	8.0
	1983-84	8.1	8.5	8.5

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

BEST COPY AVAILABLE

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ABBOTTSTON ELEM	3	2.4	2.8	2.9
	5	4.7	5.5	5.0
ALEXANDER HAMILTON	3	2.4	2.5	2.6
	5	4.9	5.9	5.2
ARLINGTON ELEM	3	2.6	2.8	2.9
	5	4.7	5.0	5.4
ARMISTEAD GARDENS	3	2.8	3.4	3.3
	5	5.5	5.6	5.7
ARUNDEL ELEM	3	2.2	2.5	2.5
	5	5.4	6.3	5.6
ASHBURTON ELEM	3	3.0	3.1	3.2
	5	4.6	4.7	5.6
BARCLAY	3	2.5	2.6	2.8
	5	4.4	5.6	5.5
	8	8.0	8.8	9.1
BARRISTER C CARROLL	3	2.5	2.7	2.8
	5	4.4	4.4	4.7
BAY-BROOK ELEM	3	2.9	3.2	3.3
	5	5.3	5.6	5.9
BEECHFIELD ELEM	3	2.6	2.8	3.0
	5	5.0	5.3	5.3
BELMONT ELEM	3	2.9	3.3	3.0
	5	5.2	6.0	4.9
BENJAMIN FRANKLIN JR	8	8.3	8.1	8.5
BENTALOU ELEM	3	2.6	2.9	3.0
BOOKER WASHINGTON JR	8	7.0	7.4	8.0
BREHMS LANE ELEM	3	3.4	3.2	3.2
	5	5.6	6.3	5.9

BEST COPY AVAILABLE

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CALLAWAY ELEM	3	2.9	3.3	3.0
	5	4.9	4.7	5.2
CALVERTON JR	8	7.3	7.5	8.0
CALVIN RODWELL ELEM	3	2.6	2.8	2.5
	5	4.6	4.5	5.2
CANTON MID	8	7.9	.	8.0
CARTER WOODSON ELEM	3	2.5	2.6	2.5
	5	4.8	4.9	5.3
CECIL ELEM	3	2.8	3.3	2.9
	5	4.4	4.7	5.0
CHARLES CARROLL ELEM	3	2.4	2.7	2.8
	5	4.7	5.4	5.2
CHERRY HILL ELEM	3	2.6	2.9	3.0
	5	5.2	5.8	5.3
CHERRY HILL JR	8	7.4	8.2	8.3
CHINQUAPIN MID	8	9.8	10.0	9.6
CITY SPRINGS ELEM	3	2.5	2.5	2.6
	5	3.7	4.5	4.8
COLDSTREAM PARK ELEM	3	2.8	3.1	2.8
	5	4.5	4.9	5.4
COLLINGTON SQ ELEM	3	2.4	2.6	2.6
	5	4.8	4.6	4.8
COMM J RODGERS ELEM	3	1.9	2.2	2.3
	5	4.1	4.6	5.2
CROSS COUNTRY ELEM	3	3.0	3.0	3.2
	5	5.1	6.0	5.3
CURTIS BAY ELEM	3	3.1	3.0	3.2
	5	5.2	4.9	5.1

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
DALLAS NICHOLAS ELEM	3	2.1	2.2	2.4
	5	4.5	4.7	5.1
DAVID E WEGLEIN ELEM	3	2.2	2.4	2.5
	5	4.3	4.5	4.6
DICKEY HILL ELEM	3	3.0	3.5	3.0
	5	5.2	6.0	5.4
DIGGS-JOHNSON JR	8	7.8	8.1	7.8
DR BERNARD HARRIS	3	2.7	2.9	3.0
	5	5.1	5.5	5.4
DR M L KING JR ELEM	5	4.5	5.0	5.0
DR RAYNER BROWNE	3	2.6	2.6	3.0
	5	4.3	4.7	4.9
DUNBAR MID	8	6.9	7.6	8.0
EDGECOMBE CIRCLE	3	2.5	2.6	2.5
	5	4.4	4.6	4.8
EDGEWOOD ELEM	3	3.0	2.9	3.0
	5	5.2	5.5	5.1
ELMER HENDERSON ELEM	3	2.3	2.8	2.8
	5	4.2	4.6	4.5
EUTAW MARSHBURN ELEM	3	2.7	3.0	3.0
	5	4.9	5.1	5.2
F L TEMPLETON ELEM	3	2.1	2.5	2.5
	5	4.3	5.1	5.4
FALLSTAFF MID	8	10.0	10.1	9.4
FEDERAL HILL ELEM	3	2.8	2.5	2.9
	5	5.3	5.3	5.3
FORT WORTHINGTON	3	2.8	3.2	2.9
	5	4.2	4.5	5.1

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
FRANCIS SCOTT KEY	3	2.3	2.5	2.9
	5	5.2	5.3	5.2
	8	8.4	8.3	8.7
FRANKFORD INTERM	5	4.7	5.0	5.3
FRANKLIN SQUARE ELEM	5	4.0	4.2	5.0
FREDERICK ELEM	3	2.5	2.7	2.8
	5	4.5	4.7	5.3
FURLEY ELEM	3	3.1	3.3	3.3
	5	5.4	5.5	5.8
GARDENVILLE ELEM	3	3.7	4.2	3.3
	5	5.6	6.6	5.6
GARRETT HEIGHTS ELEM	3	3.5	3.3	3.4
	5	5.3	6.4	6.0
GARRISON JR	8	7.9	8.4	8.2
GENERAL WOLFE ELEM	3	2.9	2.8	3.2
	5	3.9	4.0	4.4
GEO WASHINGTON ELEM	3	2.7	2.9	3.0
	5	4.7	5.4	5.5
GEORGE KELSON ELEM	3	3.1	4.1	3.2
	5	4.3	4.6	4.8
GEORGE STREET ELEM	3	2.7	2.9	2.6
	5	4.2	4.4	5.0
GILMOR ELEM	3	2.4	2.6	3.0
	5	4.5	4.9	4.9
GLENMOUNT ELEM	3	3.6	3.6	3.4
	5	6.7	8.4	6.4
GOVANS ELEM	3	2.5	2.6	2.8
	5	5.4	4.6	5.4

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
GP/ODONNELL HTS	3	[illegible].5	2.8	2.9
	5	[illegible].0	5.9	5.5
GREENSPRING JR	8	7.3	8.0	8.0
GROVE PARK ELEM	3	2.8	3.0	2.8
	5	5.1	5.3	5.1
GUILFORD AVENUE	3	2.9	2.8	3.3
	5	4.8	4.6	5.3
GUILFORD ELEM	3	2.5	2.7	2.5
	5	4.2	4.2	4.7
GWYNNS FALLS ELEM	3	2.6	3.1	2.9
	5	5.0	5.8	5.7
GWYNNS FALLS JR	8	7.9	8.6	8.5
HAMILTON ELEM	3	4.2	.	3.6
	5	6.7	.	6.0
	8	10.1	9.6	10.0
HAMILTON JR	8	10.0	10.3	9.6
HAMPDEN ELEM	3	3.4	3.7	3.4
	5	6.0	7.4	6.4
HAMPSTEAD HILL ELEM	3	2.4	2.4	3.0
	5	5.0	4.8	5.4
HAMPSTEAD HILL JR	8	7.7	7.7	8.0
HARFORD HEIGHTS ELEM	3	2.8	2.7	2.8
	5	5.0	5.9	5.5
HARLEM PARK ELEM	3	2.2	2.6	2.9
	5	4.2	4.7	5.0
HARLEM PARK JR	8	7.4	7.7	8.0
HARRIET TUBMAN ELEM	3	2.6	3.0	2.8
	5	4.3	4.3	4.8

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
HAZELWOOD ELEM	3	3.5	4.1	3.3
	5	5.2	5.2	5.3
	8	10.8	10.2	10.0
HERRING RUN JR	8	7.7	8.0	8.4
HIGHLANDTOWN (215)	3	2.8	3.1	3.2
	5	4.7	4.6	4.9
HIGHLANDTOWN (237)	3	2.7	3.2	3.3
	5	5.8	6.4	6.6
HILTON ELEM	3	3.2	3.4	3.0
	5	5.2	5.7	5.1
HOLABIRD ELEM	3	2.5	2.6	2.8
	5	5.1	5.7	6.4
JAMES MCHENRY ELEM	3	2.4	2.6	3.0
	5	4.5	4.7	5.2
JAMES MOSHER ELEM	3	3.5	3.9	3.2
	5	5.0	6.4	5.6
JOHN EAGER HOWARD	3	2.5	2.5	2.6
	5	4.5	4.6	5.2
JOHN RUHRAH ELEM	3	2.3	2.7	3.0
	5	6.0	6.8	5.6
JOHNSTON SQUARE ELEM	3	2.5	2.8	2.6
	5	4.3	4.6	5.3
L G PAQUIN JR SR	8	6.9	7.8	7.5
LAFAYETTE ELEM	3	3.1	4.1	3.6
	5	4.9	6.2	5.3
LAKELAND ELEM-MID	3	2.9	2.8	2.9
	8	8.0	.	8.0
LANGSTON HUGHES ELEM	3	2.6	2.8	3.2
	5	4.3	3.8	4.7

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
LEITH WALK ELEM	3	3.4	3.3	3.2
	5	6.3	7.6	6.5
LEXINGTON TERR ELEM	3	2.2	2.5	2.6
	5	4.2	4.6	5.1
LIBERTY ELEM	3	2.7	3.1	3.0
	5	4.5	4.7	4.9
LOCKERMAN-BUNDY ELEM	3	2.7	2.9	3.0
	5	4.4	4.8	5.0
LOMBARD JR	8	7.8	8.3	8.3
LYNDHURST ELEM	3	2.7	2.7	2.6
	5	5.1	5.5	5.2
M G FARRING ELEM	3	3.0	3.1	3.2
	5	5.4	5.0	5.4
MADISON SQUARE ELEM	3	2.3	2.5	2.6
	5	4.6	5.0	5.2
MALCOLM X ELEM	3	2.7	2.8	2.6
MARGARET BRENT ELEM	3	2.8	3.2	3.2
	5	5.1	5.9	5.2
MARY E RODMAN ELEM	3	2.5	2.7	2.9
	5	4.9	6.0	5.2
MATTHEW HENSON ELEM	3	2.8	3.1	3.2
	5	4.4	4.5	5.2
MEDFIELD HGTS ELEM	3	3.4	3.4	3.4
	5	5.9	6.5	5.7
MONTEBELLO	3	2.8	3.2	2.6
	5	4.8	5.2	5.3
MORAVIA PARK ELEM	3	2.8	3.0	3.0

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
MORRELL PARK ELEM	3	2.9	3.2	3.2
	5	5.4	6.4	6.4
MT ROYAL ELEM-MID	3	3.6	3.5	3.0
	5	5.4	5.3	5.6
	8	9.9	10.6	9.8
MT WASHINGTON ELEM	3	3.8	3.7	3.7
	5	7.8	8.7	7.2
NORTHEAST MID	8	8.7	9.1	8.5
NORTHERN PARKWAY JR	8	8.0	8.5	8.2
NORTHWOOD ELEM	3	3.3	3.2	3.2
	5	5.4	5.6	5.5
PARK HEIGHTS ELEM	3	2.6	3.1	3.0
	5	4.6	4.8	5.5
PATAPSCO ELEM	3	2.1	2.4	2.5
	5	4.0	4.3	5.1
PIMLICO ELEM	3	3.2	3.5	3.3
	5	5.1	5.4	5.5
PIMLICO JR	8	7.6	8.0	8.0
ROBERT COLEMAN ELEM	3	3.0	3.2	2.9
	5	5.5	5.8	5.4
ROBERT POOLE MID	8	8.2	9.0	8.6
ROGERS HEIGHTS ELEM	3	2.2	2.5	2.5
	5	5.3	.	5.5
ROLAND PARK ELEM JR	3	3.9	4.2	3.6
	5	7.6	8.9	6.5
	8	11.5	11.3	11.1
ROSEMONT ELEM	3	2.7	2.7	2.8
	5	4.9	5.0	5.2

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
S COLERIDGE-TAYLOR	3	2.5	2.6	2.6
	5	4.3	4.8	4.8
SAMUEL B MORSE ELEM	[illegible]	4.5	5.0	5.2
SARAH M ROACH ELEM	3	2.7	3.3	3.0
	5	5.4	6.0	5.4
SINCLAIR LANE ELEM	3	2.6	2.9	2.5
	5	4.6	5.0	5.0
SOUTHEAST MID	8	8.5	8.5	8.4
SPRINGHILL ELEM	3	2.7	2.8	2.6
STEUART HILL ELEM	3	2.4	2.4	2.6
TENCH TILGHMAN ELEM	3	2.4	2.5	2.4
	5	4.1	4.4	4.7
THOMAS G HAYES ELEM	3	3.0	3.3	3.4
	5	4.9	5.5	5.4
THOMAS JEFFERSON	3	3.6	3.7	3.5
	5	6.3	6.5	5.9
THOMAS JOHNSON ELEM	3	3.1	3.5	3.0
	5	5.5	6.0	5.6
VICTORY ELEM	3	2.5	2.4	2.4
	5	4.0	3.9	4.5
VIOLETVILLE ELEM	3	2.8	3.6	3.3
	5	5.5	5.4	5.4
WALTER P CARTER ELEM	3	3.2	3.8	3.0
	5	4.9	6.6	5.5
WAVERLY ELEM	3	3.2	.	3.2
	5	5.5	.	5.7
WEST BALTIMORE MID	8	8.1	8.5	8.2

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
WESTPORT ELEM	3	2.2	2.7	2.6
	5	4.7	4.8	5.2
WESTSIDE ELEM	3	2.6	2.8	2.8
	5	4.3	4.4	4.6
WILLIAM H LEMMEL MID	8	7.2	7.7	7.9
WILLIAM PACA ELEM	3	2.5	2.8	2.9
	5	4.9	5.3	5.2
WINDSOR HILLS ELEM	3	2.7	2.9	2.6
	5	5.0	5.3	5.4
WINSTON MID	8	8.4	8.8	8.5
WM PINDERHUGHES ELEM	3	2.6	2.7	2.8
	5	4.9	4.7	5.5
WOODHOME ELEM	3	3.7	3.7	3.6
	5	5.8	6.8	5.6
YORKWOOD ELEM	3	2.6	2.8	2.6
	5	5.7	6.4	5.6

2.4 Local Education Agency Level Data, 1983 - 1984

BALTIMORE COUNTY

- Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.7	3.8	3.4
	1981-82	3.7	3.7	3.4
	1982-83	3.7	3.8	3.4
	1983-84	3.8	4.0	3.5
5	1980-81	6.2	7.5	5.7
	1981-82	6.2	7.2	5.7
	1982-83	6.3	7.6	5.9
	1983-84	6.3	7.7	6.0
8	1980-81	9.5	9.5	9.1
	1981-82	10.0	9.6	9.4
	1982-83	10.0	10.0	9.6
	1983-84	10.0	10.0	9.6

- Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

BEST COPY AVAILABLE

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ARBUTUS ELEM	3	3.8	3.7	3.4
	5	6.0	7.9	6.2
ARBUTUS MID	8	9.7	9.5	9.0
BALTO HIGHLANDS ELEM	3	3.5	3.0	3.2
	5	5.5	5.5	5.0
BATTLE GROVE ELEM	3	3.3	3.4	3.4
	5	5.7	7.6	5.6
BEAR CREEK ELEM	3	3.5	3.6	3.3
	5	5.4	6.6	5.9
BEDFORD ELEM	3	4.4	4.9	3.6
	5	7.7	8.3	6.8
BERKSHIRE ELEM	3	3.6	3.7	3.3
	5	6.1	8.5	6.5
CAMPFIELD ELEM	3	3.5	3.2	3.0
	5	5.6	6.4	5.2
CARNEY ELEM	3	3.9	5.0	3.7
	5	6.2	7.9	5.7
CARROLL MANOR ELEM	3	4.4	5.1	3.6
	5	8.0	10.1	7.6
CATONSVILLE EDUC	8	7.2	6.5	6.2
CATONSVILLE ELEM	3	3.7	3.6	3.4
	5	6.7	7.6	6.5
CATONSVILLE MID	8	10.7	10.8	10.0
CEDARMERE ELEM	3	4.3	5.1	3.5
	5	7.7	8.7	7.0
CHADWICK ELEM	3	3.9	3.9	3.3
	5	5.4	6.3	5.5

BEST COPY AVAILABLE

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CHAPEL HILL ELEM	3	3.9	4.7	3.6
	5	6.4	8.3	6.4
CHARLESMONT ELEM	3	3.6	3.9	3.6
	5	5.6	6.5	5.3
CHASE ELEM	3	3.8	4.0	3.2
	5	4.8	5.3	5.2
CHATSWORTH SCHOOL	3	3.0	3.6	4.0
	5	3.9	6.6	4.9
CHESAPEAKE TERR ELEM	3	3.5	4.3	3.3
	5	5.3	6.2	5.3
CHURCH LANE ELEM	3	3.9	5.9	4.0
	5	7.5	9.2	6.9
COCKEYSVILLE JR	8	11.8	11.2	11.5
COLGATE ELEM	3	3.4	3.3	3.3
	5	6.0	6.9	5.8
DEEP CREEK ELEM	3	3.2	3.4	3.0
	5	5.7	6.4	5.5
DEEP CREEK MID	8	9.1	8.7	8.9
DEER PARK ELEM	3	3.6	3.7	3.5
	5	6.3	7.9	6.2
DEER PARK JR	8	10.0	10.2	9.6
DUMBARTON MID	8	11.7	12.6	10.7
DUNDALK ELEM	3	3.1	3.3	3.0
	5	5.7	6.5	5.3
DUNDALK MID	5	3.0	3.6	5.1
DUNDALK MID	8	8.6	8.4	8.8

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
EDGEMERE ELEM	3	3.6	3.8	3.3
	5	5.4	6.5	5.3
EDMONDSON HGHTS ELEM	3	3.9	3.6	3.3
	5	6.6	8.2	6.0
ELMWOOD ELEM	3	3.6	3.6	3.4
	5	5.1	5.3	5.3
ESSEX ELEM	3	3.5	3.7	3.3
	5	5.8	6.8	5.5
FEATHERBED LANE ELEM	3	3.9	4.0	3.3
	5	5.8	7.1	6.0
FIFTH DISTRICT ELEM	3	4.1	3.9	3.4
	5	7.2	8.0	6.5
FORT GARRISON ELEM	3	4.3	6.8	4.5
	5	7.3	10.8	6.4
FRANKLIN ELEM	3	4.0	4.6	3.7
	5	6.5	7.3	5.9
FRANKLIN MID	8	9.9	9.8	9.4
FULLERTON ELEM	3	4.3	4.8	3.7
	5	6.7	7.3	5.6
GEN J STRICKER MID	8	9.2	9.5	8.9
GLENMAR ELEM	3	3.3	3.2	3.3
	5	5.4	6.3	5.5
GLYNDON ELEM	3	3.9	4.1	3.5
	5	7.4	8.0	6.2
GOLDEN RING MID	8	9.4	10.0	9.4
GRANGE ELEM	3	3.3	3.8	3.3
	5	6.4	7.6	6.0

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
GUNPOWDER ELEM	3	4.3	5.0	3.7
	5	7.7	9.1	6.8
HALETHORPE ELEM	3	3.7	3.3	3.2
	5	6.2	7.8	6.3
HAMPTON ELEM	3	4.5	5.0	3.8
	5	7.2	8.4	6.4
HARFORD HILLS ELEM	3	4.1	4.9	3.7
	5	7.2	10.0	6.7
HAWTHORNE ELEM	3	3.5	3.6	3.3
	5	5.4	6.4	5.6
HEBBVILLE ELEM	3	3.3	3.1	3.2
	5	5.7	6.7	5.5
HEREFORD JR SR	8	10.2	10.2	10.0
HERNWOOD ELEM	3	3.7	4.9	3.7
	5	7.8	10.0	7.4
HILLCREST ELEM	3	4.6	5.9	3.9
	5	7.6	9.1	7.8
HILLENDALE ELEM	3	3.3	3.1	3.2
	5	4.8	4.7	4.8
HOLABIRD MID	8	9.6	9.3	9.6
JOHNNYCAKE ELEM	3	3.7	3.9	3.6
	5	6.5	7.8	6.3
JOHNNYCAKE JR	8	9.9	9.8	9.3
KINGSVILLE ELEM	3	4.3	4.4	3.7
	5	6.3	7.3	6.0
LANSDOWNE ELEM	3	3.5	3.9	3.5
	5	6.4	6.5	5.9

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
LANSDOWNE MID	8	8.3	8.1	8.0
LOCH RAVEN MID	8	10.9	10.5	10.0
LOGAN ELEM	3	3.5	3.4	3.3
	5	5.9	6.6	5.9
LUTHERVILLE-TIMONIUM	3	4.3	4.7	3.7
	5	7.5	8.8	6.7
MARS ESTATES ELEM	3	3.5	3.3	3.2
	5	5.8	6.6	5.5
MARTIN BLVD ELEM	3	3.4	3.2	3.2
	5	6.2	7.2	5.6
MCCORMICK ELEM	3	3.9	4.1	3.4
	5	6.5	8.5	6.4
MIDDLE RIVER MID	8	9.0	8.6	8.6
MIDDLEBOROUGH ELEM	3	3.6	3.4	3.3
	5	5.5	7.1	5.3
MIDDLESEX ELEM	3	3.3	3.5	3.2
	5	5.5	6.0	5.5
MILBROOK ELEM	3	3.9	4.2	3.5
	5	6.8	8.1	6.6
NORWOOD ELEM	3	3.6	3.6	3.4
	5	6.5	7.5	5.8
OAKLEIGH ELEM	3	4.0	3.7	3.4
	5	6.8	8.2	5.7
OLD COURT JR	8	10.3	10.7	10.1
OLIVER BEACH ELEM	3	3.2	3.3	3.2
	5	5.4	6.3	5.3
OREMS ELEM	3	3.7	4.2	3.3
	5	6.1	7.6	6.3

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
OWINGS MILLS ELEM	3	3.4	3.6	3.2
	5	5.5	6.3	5.3
OWINGS MILLS JR SR	8	9.0	8.8	9.0
PADONIA ELEM	3	4.0	4.2	3.6
	5	7.5	8.7	6.7
PARKVILLE MID	8	10.3	10.5	9.2
PERRY HALL ELEM	3	3.8	3.9	3.4
	5	7.2	8.3	6.5
PERRY HALL MID	8	10.9	10.4	11.1
PIKESVILLE MID	8	11.0	10.8	10.0
PINE GROVE ELEM	3	4.0	4.6	3.6
	5	8.0	10.1	7.3
PINE GROVE MID	8	10.2	10.4	11.1
PINEWOOD ELEM	3	4.3	4.3	3.6
	5	7.6	9.0	6.4
PLEASANT PLAINS ELEM	3	4.1	5.3	3.9
	5	6.7	7.9	6.2
POT SPRING ELEM	3	4.1	4.7	4.2
	5	7.5	9.4	7.0
POWHATAN ELEM	3	3.5	3.5	3.3
	5	5.2	6.6	5.3
PRETTYBOY ELEM	3	4.0	4.7	3.6
	5	6.5	8.0	6.0
RANDALLSTOWN ELEM	3	4.0	3.7	3.5
	5	6.6	8.8	6.7
RED HOUSE RUN ELEM	3	3.9	4.1	3.5
	5	6.1	7.1	5.7

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
REISTERSTOWN ELEM	3	3.7	3.8	3.3
	5	6.7	8.3	6.0
RELAY ELEM	3	3.5	3.6	3.2
RIDERWOOD ELEM	3	4.5	4.4	3.6
	5	7.6	8.2	6.3
RIDGELY MID	8	11.8	11.5	12.5
RIVERVIEW ELEM	3	3.3	3.4	3.3
	5	5.7	6.5	5.6
RODGERS FORGE ELEM	3	4.7	5.0	4.0
	5	8.1	9.3	7.2
ROSEDALE ELEM	3	4.3	4.4	3.5
	5	6.2	7.8	5.9
SANDALWOOD ELEM	3	3.7	3.3	3.3
	5	5.8	6.6	5.4
SANDY PLAINS ELEM	3	3.5	3.5	3.2
	5	5.9	6.8	5.9
SCOTTS BRANCH ELEM	3	3.2	3.1	3.0
	5	6.2	6.0	5.3
SENECA ELEM	3	3.3	3.3	3.2
	5	5.4	5.9	5.4
SEVENTH DIST ELEM	3	3.9	4.4	3.5
	5	6.5	8.0	6.3
SHADY SPRING ELEM	3	3.8	4.4	3.5
	5	6.7	9.2	6.4
SPARKS ELEM	3	4.6	4.6	3.9
	5	7.2	8.0	6.5
SPARROWS PT MID	8	8.5	8.0	8.4

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
STEMMERS RUN MID	8	8.3	8.2	8.6
STONELEIGH ELEM	3	4.7	4.6	4.0
	5	7.7	8.6	6.7
SUMMIT PARK ELEM	3	4.8	5.6	4.2
	5	8.0	9.3	7.8
SUSSEX ELEM	3	3.7	3.9	3.3
	5	5.6	6.7	6.4
TIMBER GROVE ELEM	3	3.6	3.8	3.5
	5	6.1	6.8	5.6
VICTORY VILLA ELEM	3	3.5	3.8	3.2
	5	5.8	6.0	5.5
VILLA CRESTA ELEM	3	4.0	3.9	3.4
	5	6.0	6.6	5.5
WARREN ELEM	3	4.5	4.3	4.4
	5	7.9	9.1	7.4
WELLWOOD ELEM	3	4.1	4.3	3.6
	5	6.9	8.3	6.4
WESTCHESTER ELEM	3	4.2	5.0	4.0
	5	7.2	8.9	7.7
WESTOWNE ELEM	3	3.8	3.7	3.2
	5	6.1	7.3	5.7
WHITE OAK SCHOOL	3	5.6	3.2	3.4
	5	2.5	2.4	3.3
WINAND ELEM	3	4.2	4.7	4.0
	5	6.7	7.8	6.4
WINFIELD ELEM	3	3.8	4.0	3.5
	5	6.4	7.4	5.7
WOODBRIDGE ELEM	3	4.4	5.5	4.0
	5	7.3	10.3	7.8

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
WOODLAWN MID	8	8.6	9.3	8.5
WOODMOOR ELEM	3	3.2	3.2	3.0
	5	5.3	6.5	4.7

2.4 Local Education Agency Level Data, 1983 - 1984

CALVERT COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.5	3.6	3.3
	1981-82	3.6	3.6	3.3
	1982-83	3.6	3.6	3.3
	1983-84	3.7	4.2	3.6
5	1980-81	6.0	6.5	5.6
	1981-82	5.9	6.5	5.4
	1982-83	6.0	6.6	5.5
	1983-84	6.6	7.9	6.4
8	1980-81	8.1	8.5	8.1
	1981-82	8.9	9.4	8.3
	1982-83	9.0	9.7	8.5
	1983-84	10.0	10.5	9.0

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CALVERT COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
APPEAL ELEM	3	3.5	4.2	3.6
	5	6.6	6.8	5.9
BEACH ELEM	3	3.6	3.8	3.5
	5	5.9	6.5	5.8
CALVERT ELEM	3	3.6	4.1	3.7
	5	6.9	7.8	6.2
CALVERT MID	8	9.7	10.6	9.1
HUNTINGTOWN ELEM	3	4.2	4.6	3.7
	5	7.4	8.9	7.3
MT HARMONY ELEM	3	3.9	4.4	3.8
	5	6.5	8.2	6.5
MUTUAL ELEM	3	3.4	4.0	3.6
	5	6.5	8.0	6.2
NORTHERN MID	8	10.5	10.7	9.1
SOUTHERN MID	8	9.6	10.2	8.9

2.4 Local Education Agency Level Data, 1983 - 1984

CAROLINE COUNTY

- Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.5	3.9	3.3
	1981-82	3.5	3.6	3.3
	1982-83	3.5	3.8	3.3
	1983-84	3.7	4.0	3.4
5	1980-81	5.8	5.8	5.5
	1981-82	5.5	5.9	5.4
	1982-83	5.5	6.1	5.5
	1983-84	5.8	6.6	5.7
8	1980-81	7.9	7.4	7.9
	1981-82	8.5	8.0	8.2
	1982-83	8.5	8.0	8.3
	1983-84	9.0	8.5	8.6

- Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CAROLINE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
COLONEL RICHARSON MI	8	9.6	8.9	8.7
DENTON ELEM	3	3.7	3.8	3.4
	5	5.7	6.4	5.5
FEDERALSBURG ELEM	3	3.6	3.4	3.3
	5	5.5	6.0	5.3
GREENSBORO ELEM	3	3.8	4.2	3.4
	5	5.5	6.3	5.5
PRESTON ELEM	3	4.0	4.9	3.5
	5	6.9	8.7	7.3
RIDGELY ELEM	3	3.6	4.0	3.5
	5	6.1	6.6	5.5
RIVERVIEW MID	8	8.4	8.0	8.5

2.4 Local Education Agency Level Data, 1983 - 1984

CARROLL COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.9	4.0	3.4
	1981-82	3.8	3.9	3.3
	1982-83	3.8	3.8	3.4
	1983-84	3.8	3.8	3.4
5	1980-81	6.2	6.7	5.6
	1981-82	6.2	6.7	5.5
	1982-83	6.4	6.8	5.7
	1983-84	6.4	6.8	5.6
8	1980-81	10.0	10.0	9.1
	1981-82	10.0	9.9	9.1
	1982-83	10.3	9.9	9.2
	1983-84	10.0	9.6	9.0

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CARROLL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CARROLLTOWNE ELEM	3	4.0	4.4	3.3
	5	6.3	7.1	5.5
CHARLES CARROLL ELEM	3	3.5	3.3	3.3
	5	6.7	6.3	5.7
EAST WESTMINSTER MID	8	10.1	9.4	9.1
ELDERSBURG ELEM	3	4.2	4.6	3.5
	5	6.7	8.0	6.0
ELMER A WOLFE ELEM	3	3.4	3.4	3.3
FREEDOM DIST ELEM	3	4.0	4.1	3.3
	5	6.9	7.8	6.2
HAMPSTEAD ELEM	3	3.9	3.8	3.4
	5	6.6	7.1	6.2
MANCHESTER ELEM	3	3.9	4.0	3.4
	5	6.7	6.9	5.3
MECHANICSVILLE ELEM	3	3.7	3.7	3.4
	5	6.2	6.9	5.7
MT AIRY ELEM	3	3.9	4.1	3.4
	5	6.2	6.5	5.7
MT AIRY MID	8	10.0	9.5	8.7
NEW WINDSOR MID	5	5.6	6.4	5.6
	8	9.7	9.5	9.0
NORTH CARROLL MID	8	10.1	9.6	8.9
NORTHWEST MID	5	5.5	6.0	5.3
	8	8.8	8.5	8.6
ROBERT MOTON ELEM	3	3.8	3.6	3.3
	5	6.3	6.0	5.2
SANDYMOUNT ELEM	3	4.1	4.7	3.5
	5	6.7	7.4	6.2

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CARROLL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SYKESVILLE MID	8	10.0	9.7	8.9
TANEYTOWN ELEM	3	3.2	3.5	3.3
UNIONTOWN ELEM	3	3.5	3.5	3.3
WEST MID	8	10.4	10.1	10.0
WESTMINSTER ELEM	3	3.6	3.7	3.3
	5	6.3	6.6	5.2
WINFIELD ELEM	3	3.5	3.8	3.3
	5	7.1	7.8	5.9
WM WINCHESTER ELEM	3	3.7	3.7	3.3
	5	6.1	6.6	5.6

2.4 Local Education Agency Level Data, 1983 - 1984

CECIL COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.3	3.3	3.4
	1981-82	3.4	3.5	3.4
	1982-83	3.5	3.5	3.5
	1983-84	3.5	3.6	3.5
5	1980-81	6.0	6.0	5.7
	1981-82	6.1	6.5	5.8
	1982-83	5.9	6.6	5.7
	1983-84	6.2	6.8	6.0
8	1980-81	8.9	8.9	8.6
	1981-82	9.4	9.3	8.9
	1982-83	10.0	9.4	8.9
	1983-84	9.9	9.3	9.0

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CECIL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BAINBRIDGE ELEM	3	2.6	2.8	3.3
	5	5.6	5.7	5.4
BAY VIEW ELEM	3	3.0	2.9	3.2
	5	5.7	5.9	5.6
BOHEMIA MANOR JR SR	8	10.0	9.1	9.0
CALVERT ELEM	3	3.6	4.2	3.7
	5	6.2	6.7	6.2
CECIL MANOR ELEM	3	4.0	4.4	4.0
	5	7.5	9.3	6.6
CECILTON ELEM	3	2.8	3.2	3.5
	5	5.4	6.4	5.4
CHERRY HILL MID	8	10.5	10.0	9.5
CHESAPEAKE CITY ELEM	3	3.9	3.7	3.8
	5	7.0	8.3	6.4
CONOWINGO ELEM	3	3.3	3.5	3.4
	5	5.6	6.2	5.5
ELKTON MID	8	8.8	8.8	8.9
GILPIN MANOR ELEM	3	3.3	3.4	3.5
	5	5.6	6.4	5.7
HOLLY HALL ELEM	3	3.3	4.3	3.4
	5	5.7	7.1	6.3
KENMORE ELEM	3	3.4	3.3	3.6
	5	6.7	6.9	6.2
LEEDS ELEM	3	3.5	3.7	3.4
	5	6.7	7.4	6.3
NORTH EAST ELEM	3	3.5	3.6	3.4
	5	6.9	6.7	5.7

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CECIL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
NORTH EAST MID	8	9.7	9.3	8.7
PERRYVILLE ELEM	3	3.5	3.2	3.4
	5	6.5	6.9	5.9
PERRYVILLE MID	8	9.6	9.5	9.0
RISING SUN ELEM	3	3.7	3.7	3.4
	5	6.8	7.3	6.4
RISING SUN JR SR	8	9.8	9.4	9.0
THOMSON ESTATES ELEM	3	3.7	3.7	3.4
	5	5.8	6.0	5.8

2.4 Local Education Agency Level Data, 1983 - 1984

CHARLES COUNTY

- Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.2	3.4	3.3
	1981-82	3.5	3.7	3.5
	1982-83	3.5	3.9	3.5
	1983-84	3.5	3.8	3.4
5	1980-81	5.5	6.0	5.4
	1981-82	5.7	6.7	5.6
	1982-83	5.6	6.5	5.5
	1983-84	5.8	6.8	5.6
8	1980-81	8.8	8.6	8.7
	1981-82	8.8	9.1	8.7
	1982-83	8.9	9.3	8.8
	1983-84	9.3	9.5	9.0

- Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CHARLES COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BENJ STODDERT	8	9.4	9.8	8.9
BROWN ELEM	3	3.3	3.7	3.3
	5	5.7	6.9	5.7
DR SAMUEL MUDD ELEM	3	3.5	3.8	3.5
	5	6.1	7.1	5.7
EVA TURNER ELEM	3	3.7	4.5	3.6
	5	5.4	6.4	5.4
GALE-BAILEY ELEM	3	2.7	3.5	3.0
	5	4.9	5.7	5.3
GEN SMALLWOOD MID	8	8.3	8.4	8.9
GLASVA ELEM	3	3.6	3.8	3.6
	5	6.5	8.6	6.2
INDIAN HEAD ELEM	3	3.3	3.4	3.4
	5	5.8	6.5	5.6
JAMES CRAIK ELEM	3	3.1	3.8	3.3
	5	5.8	7.2	5.4
JC PARKS ELEM	3	3.5	3.8	3.2
	5	5.9	7.3	5.5
JOHN HANSON MID	8	10.0	10.0	9.0
JP RYON ELEM	3	3.7	3.8	3.4
	5	5.8	6.9	5.3
MALCOLM ELEM	3	3.7	4.0	3.6
	5	6.1	7.3	5.7
MATTHEW HENSON MID	8	8.8	8.8	9.2
MIDDLETON ELEM	3	3.6	3.5	3.5
	5	5.7	5.6	5.2
MILTON SOMERS MID	8	10.0	10.4	9.2

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CHARLES COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
MITCHELL ELEM	3	3.9	4.6	3.6
	5	6.2	8.0	5.7
MT HOPE/NANJEMOY	3	2.7	3.2	3.1
	5	5.0	5.5	5.2
PICCOWAXEN MID	8	8.7	8.5	8.9
TC MARTIN ELEM	3	3.2	3.5	3.2
	5	6.0	7.2	6.5
WAYSIDE ELEM	3	3.1	3.4	3.4
	5	5.3	6.4	6.0

2.4 Local Education Agency Level Data, 1983 - 1984

DORCHESTER COUNTY

- Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.0	3.2	3.3
	1981-82	2.8	2.9	2.9
	1982-83	3.1	3.2	3.2
	1983-84	3.3	3.4	3.2
5	1980-81	4.8	5.2	5.1
	1981-82	4.7	5.0	4.9
	1982-83	5.1	5.5	5.4
	1983-84	4.9	4.8	5.0
8	1980-81	8.1	8.0	8.0
	1981-82	7.9	7.9	8.0
	1982-83	8.0	8.1	8.1
	1983-84	8.3	8.0	8.1

- Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

DORCHESTER COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CAMBRIDGE MID	8	8.3	7.9	8.1
HURLOCK ELEM	3	3.0	3.0	3.2
	5	4.7	4.6	4.7
MAPLE ELEM	3	3.0	3.0	3.0
	5	4.7	4.6	5.0
NORTH DORCHESTER MID	8	8.3	8.2	8.0
S DORCHESTER ELEM	3	3.7	4.0	3.4
	5	5.0	6.0	5.6
	8	8.2	8.0	8.0
SANDY HILL ELEM	3	3.4	3.5	3.2
	5	5.3	5.2	5.1
VIENNA ELEM	3	3.1	3.3	3.1
	5	4.4	4.4	4.8
WARWICK ELEM	3	3.6	4.2	3.3
	5	5.0	4.9	5.1

2.4 Local Education Agency Level Data, 1983 - 1984

FREDERICK COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.2	3.3	3.3
	1981-82	3.6	3.7	3.4
	1982-83	3.6	3.8	3.5
	1983-84	3.7	3.8	3.5
5	1980-81	5.8	6.0	5.7
	1981-82	6.0	6.4	5.7
	1982-83	6.0	6.7	5.9
	1983-84	6.3	6.9	6.0
8	1980-81	8.6	8.3	9.0
	1981-82	9.7	9.1	9.0
	1982-83	10.1	9.9	9.4
	1983-84	10.0	10.0	9.5

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BRUNSWICK ELEM	3	3.1	3.1	3.0
	5	5.9	6.3	5.2
BRUNSWICK MID	8	9.8	9.4	9.3
CARROLL MANOR ELEM	3	3.0	3.1	2.9
	5	5.7	5.3	4.9
EAST FREDERICK ELEM	3	3.2	3.0	3.0
	5	5.2	5.3	5.3
ELM STREET	8	4.8	4.4	6.4
EMMITSBURG ELEM	3	2.8	3.1	3.0
	5	5.1	5.1	5.3
GOV T JOHNSON MID	8	10.0	10.4	9.0
GREEN VALLEY ELEM	3	4.2	4.7	3.8
	5	6.7	7.3	6.6
KEMPTOWN ELEM	3	4.1	4.9	3.9
	5	6.6	7.9	6.5
LEWISTOWN ELEM	3	3.9	3.8	3.5
	5	6.5	7.5	6.5
LIBERTY ELEM	3	3.7	3.7	3.5
	5	5.9	6.3	5.5
MIDDLETOWN ELEM	3	4.0	4.1	3.6
	5	7.1	7.4	6.3
MIDDLETOWN MID	8	10.5	10.2	10.0
MONOCACY MID	8	10.1	10.3	9.4
MYERSVILLE ELEM	3	3.5	4.5	3.9
	5	7.4	8.5	7.2
NEW MARKET ELEM	3	3.5	3.6	3.5
	5	6.5	7.1	6.1

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
NEW MARKET MID	8	10.1	10.3	9.4
NEW MIDWAY ELEM	3	3.3	.	3.5
	5	5.7	5.9	5.7
NORTH FREDERICK ELEM	3	3.9	4.3	3.8
	5	6.9	7.7	6.5
PARKWAY ELEM	3	3.3	2.9	3.3
	5	5.6	6.9	6.0
ROCK CREEK	3	1.6	2.0	2.0
	5	2.0	0.7	1.5
SABILLASVILLE ELEM	3	3.6	3.7	3.4
	5	6.1	6.7	5.6
SOUTH FREDERICK ELEM	3	3.7	3.8	3.4
	5	6.0	6.7	6.0
THURMONT ELEM	3	3.3	3.9	3.4
	5	6.3	7.1	6.2
THURMONT MID	8	9.5	9.5	9.9
URBANA ELEM	3	3.8	3.8	3.6
	5	6.7	6.9	6.3
VALLEY ELEM	3	3.6	4.0	3.5
	5	6.3	7.7	5.9
WALKERSVILLE ELEM	3	3.9	4.2	3.6
	5	6.5	7.5	6.5
WALKERSVILLE MID	8	10.1	10.0	9.2
WAVERLEY ELEM	3	3.6	4.7	3.7
	5	6.8	7.9	6.3
WEST FREDERICK MID	8	10.0	9.3	9.2
WOLFSVILLE ELEM	3	3.3	3.2	3.3
	5	6.3	7.2	6.2

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
WOODSBORO ELEM	3	3.4	.	3.4
	5	4.9	5.3	5.4
YELLOW SPRINGS ELEM	3	4.1	4.4	3.7
	5	6.4	7.5	6.4

2.4 Local Education Agency Level Data, 1983 - 1984

GARRETT COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.4	3.4	3.2
	1981-82	3.5	3.6	3.3
	1982-83	3.5	3.5	3.3
	1983-84	3.4	3.4	3.3
5	1980-81	5.7	5.8	5.4
	1981-82	5.5	5.6	5.4
	1982-83	5.6	5.7	5.4
	1983-84	5.8	6.2	5.5
8	1980-81	8.2	7.9	8.3
	1981-82	8.5	8.3	8.4
	1982-83	8.9	9.3	8.7
	1983-84	8.8	9.3	8.7

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

GARRETT COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ACCIDENT ELEM	3	3.8	3.6	3.3
	5	6.2	6.7	5.8
BLOOMINGTON ELEM	3	4.2	4.9	4.2
	5	5.7	6.7	5.7
	8	8.0	8.3	8.1
BROAD FORD ELEM	3	3.1	3.1	3.0
	5	6.4	6.8	5.7
CRELLIN ELEM	3	2.7	2.7	3.2
	5	4.2	4.7	5.2
DENNETT ROAD ELEM	3	3.8	3.9	3.5
	5	6.2	5.9	5.2
FRIENDSVILLE ELEM	3	3.5	3.2	3.2
	5	5.7	5.8	5.3
GRANTSVILLE ELEM	3	2.6	2.7	3.0
	5	5.5	5.6	5.2
KITZMILLER ELEM	3	2.5	3.0	3.3
	5	4.7	5.8	5.6
LOCH LYNN ELEM	3	3.7	3.5	3.4
	5	5.4	5.9	5.6
NORTHERN MID	8	9.7	9.1	9.0
RED HOUSE ELEM	3	3.0	3.1	3.2
	5	6.6	6.0	5.8
ROUTE 40 ELEM	3	4.0	4.0	3.5
	5	6.3	6.0	5.7
SOUTHERN MID	8	8.5	9.2	8.3
SWAN MEADOW 1-8	3	4.8	4.7	3.4
	5	6.1	6.8	5.4
	8	10.9	10.3	10.0

TABLE 1. SCHOOL LEVEL -- 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

GARRETT COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
YODER 1-8	3	4.4	4.0	3.2
	5	5.6	6.2	5.9
	8	11.0	11.3	10.5

2.4 Local Education Agency Level Data, 1983 - 1984

HARFORD COUNTY

- Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.7	3.6	3.3
	1981-82	3.7	3.6	3.3
	1982-83	3.8	3.7	3.4
	1983-84	3.8	3.8	3.5
5	1980-81	6.3	6.6	5.5
	1981-82	6.4	6.7	5.6
	1982-83	6.3	6.8	5.7
	1983-84	6.5	7.3	6.0
8	1980-81	9.8	9.3	9.0
	1981-82	9.9	9.5	9.0
	1982-83	10.3	9.9	9.4
	1983-84	10.5	10.0	9.7

- Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ABERDEEN MID	8	9.6	9.1	9.0
BAKERFIELD ELEM	3	3.7	3.4	3.4
	5	6.4	6.6	6.0
BEL AIR ELEM	3	3.7	3.6	3.4
	5	7.0	8.0	6.2
BEL AIR MID	8	12.0	11.2	10.0
CHURCHVILLE ELEM	3	4.1	4.4	3.6
	5	6.8	7.5	6.6
DARLINGTON ELEM	3	4.6	4.3	3.7
	5	5.1	4.8	4.6
DEERFIELD ELEM	3	3.5	3.7	3.4
	5	5.7	5.9	5.6
DUBLIN ELEM	3	2.9	3.7	3.3
	5	5.9	5.5	5.3
EDGEWOOD ELEM	3	3.2	3.1	3.2
	5	5.9	6.4	5.7
EDGEWOOD MID	8	9.6	8.6	9.0
FALLSTON HIGH	8	11.1	10.7	11.1
FOREST HILL ELEM	3	3.9	3.9	3.4
	5	7.1	7.9	6.0
HALL'S CROSS RDS	3	3.3	3.3	3.3
	5	5.1	6.3	5.2
HAVRE DE GRACE ELEM	3	3.5	3.2	3.3
	5	5.8	6.0	5.9
HAVRE DE GRACE MID	8	9.5	9.3	9.3
HICKORY ELEM	3	4.1	4.7	3.9
	5	6.9	7.6	6.4

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
HILLSDALE ELEM	3	4.3	4.4	3.7
	5	5.4	6.5	5.5
HOMESTEAD ELEM	3	4.2	4.3	3.9
	5	7.1	8.0	6.5
JARRETTSVILLE ELEM	3	4.1	4.1	3.5
	5	8.0	8.9	6.6
JOPPATOWNE ELEM	3	3.9	3.8	3.4
	5	5.8	6.8	5.6
MAGNOLIA ELEM	3	3.4	3.3	3.2
	5	6.3	6.5	5.9
MAGNOLIA MID	8	10.4	10.2	9.2
MEADOWVALE ELEM	3	4.0	4.3	3.5
	5	6.4	7.4	6.5
NORRISVILLE ELEM	3	4.3	5.2	4.5
	5	7.4	9.1	6.7
NORTH HARFORD ELEM	3	4.0	4.1	3.4
	5	6.4	6.8	5.7
NORTH HARFORD MID	8	10.6	10.1	10.0
PROSPECT MILL ELEM	3	4.4	4.2	3.5
	5	6.4	7.9	6.0
RIVERSIDE ELEM	3	4.3	4.7	3.5
	5	7.2	7.4	6.0
ROYE-WILLIAMS ELEM	3	3.6	3.7	3.4
	5	6.2	6.7	5.7
SOUTHAMPTON MID	8	10.9	10.2	10.0
WILLIAM PACA ELEM	3	3.5	3.5	3.4
	5	6.0	6.6	5.6

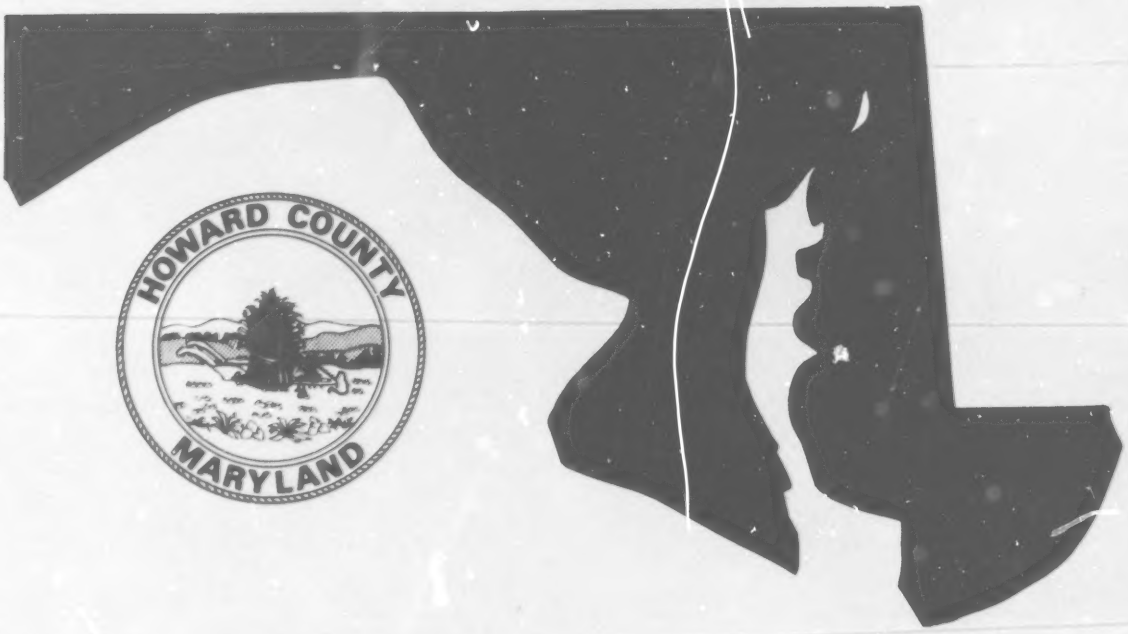
TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
WM S JAMES ELEM	3	3.9	3.9	3.5
	5	7.3	8.6	6.2
YOUTH'S BENEFIT ELEM	3	4.4	4.6	3.6
	5	7.3	8.0	6.4

2.4 Local Education Agency Level Data, 1983 - 1984

HOWARD COUNTY



- Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	4.2	5.0	3.9
	1981-82	4.1	4.4	3.7
	1982-83	4.1	4.5	3.9
	1983-84	4.1	4.5	3.8
5	1980-81	7.2	8.0	6.4
	1981-82	7.2	8.1	6.4
	1982-83	7.0	8.2	6.5
	1983-84	7.3	8.4	6.7
8	1980-81	10.4	10.2	10.0
	1981-82	11.2	11.0	10.0
	1982-83	11.4	11.1	10.2
	1983-84	11.5	11.3	10.5

- Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ATHOLTON ELEM	3	4.4	5.0	3.9
	5	8.0	7.8	7.2
BRYANT WOODS ELEM	3	4.1	4.2	4.0
	5	7.7	9.0	7.3
BUSHY PARK ELEM	3	4.1	5.8	4.6
	5	8.0	9.6	6.9
CENTENNIAL LANE ELEM	3	4.3	4.4	3.8
	5	8.0	8.4	6.6
CLARKSVILLE ELEM	3	4.2	6.0	4.5
	5	6.7	8.7	7.2
CLARKSVILLE MID	8	11.7	11.7	11.1
CLEMENTS CROSSING	3	4.6	5.0	4.6
	5	7.6	8.9	7.3
DASHER GREEN ELEM	3	4.4	5.0	3.8
	5	7.7	9.2	7.0
DUNLOGGIN MID	8	12.9	12.8	12.5
ELKRIDGE ELEM	3	3.7	4.5	4.0
	5	5.4	5.9	5.4
ELLICOTT CITY MID	8	11.6	11.3	10.4
GLENWOOD MID	8	11.3	10.8	10.0
GUILFORD ELEM	3	3.6	3.8	3.4
	5	6.3	8.2	6.0
HAMMOND ELEM	3	4.1	4.3	3.5
	5	7.0	8.5	6.3
HAMMOND MID	8	11.0	11.5	10.2
HARPER'S CHOICE MID	8	12.9	12.6	11.1

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
JEFFERS HILL ELEM	3	4.3	5.7	4.3
	5	7.0	8.7	6.7
LISBON ELEM	3	3.9	3.8	3.5
	5	7.1	7.7	6.5
LONGFELLOW ELEM	3	4.1	4.2	3.7
	5	7.9	9.3	6.2
NORTHFIELD ELEM	3	4.7	6.7	4.6
	5	8.4	10.6	8.0
OAKLAND MILLS MID	8	11.4	10.6	10.0
OWEN BROWN MID	8	11.4	11.5	10.0
PATAPSCO MID	8	11.3	11.3	12.5
PHELPS LUCK ELEM	3	4.4	4.1	3.5
	5	7.6	8.5	7.0
RUNNING BROOK ELEM	3	4.2	5.2	4.2
	5	7.5	7.7	6.5
ST JOHN'S LANE ELEM	3	4.0	4.4	3.6
	5	6.9	8.1	6.5
STEVEN'S FOREST ELEM	3	4.5	5.5	4.0
	5	8.0	9.3	7.0
SWANSFIELD ELEM	3	3.9	3.9	3.5
	5	7.8	8.1	6.4
TALBOTT SPRINGS ELEM	3	3.9	3.8	3.5
	5	6.3	8.0	6.6
THUNDER HILL ELEM	3	4.4	4.8	4.0
	5	7.9	8.4	7.0
WATERLOO ELEM	3	3.6	3.4	3.4
	5	6.2	7.4	5.8

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
WATERLOO MID	8	9.6	9.4	8.7
WEST FRIENDSHIP ELEM	3	4.1	4.7	4.3
	5	7.5	8.8	7.3
WHISKEY BOTTOM ROAD	3	3.4	3.2	3.2
	5	6.0	6.3	5.6
WILDE LAKE MID	8	11.9	12.2	11.1
WORTHINGTON ELEM	3	3.6	4.8	3.6
	5	6.1	7.2	6.2

2.4 Local Education Agency Level Data, 1983 - 1984

KENT COUNTY

- Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.9	4.4	3.6
	1981-82	3.8	4.4	3.6
	1982-83	4.2	4.4	3.6
	1983-84	4.0	4.5	3.6
5	1980-81	5.9	6.9	5.7
	1981-82	6.0	7.0	5.9
	1982-83	6.6	8.0	6.0
	1983-84	6.3	7.8	6.2
8	1980-81	9.4	10.0	8.8
	1981-82	10.0	10.4	9.0
	1982-83	9.4	9.8	9.0
	1983-84	10.0	10.5	9.3

- Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

KENT COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CHESTERTOWN ELEM	3	3.8	4.0	3.4
CHESTERTOWN MID	5	6.3	7.5	6.0
	8	10.2	10.6	9.6
GALENA MID	5	6.0	8.3	6.5
	8	9.9	10.8	9.4
MILLINGTON ELEM	3	4.1	4.3	3.5
ROCK HALL ELEM	3	4.0	4.9	3.7
ROCK HALL MID	5	6.6	7.6	6.0
	8	9.8	9.3	8.8
WORTON ELEM	3	3.9	4.6	4.0

2.4 Local Education Agency Level Data, 1983 - 1984

MONTGOMERY COUNTY

- Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	4.0	4.3	3.6
	1981-82	4.0	4.4	3.7
	1982-83	4.0	4.4	3.7
	1983-84	4.0	4.6	3.8
5	1980-81	6.8	7.9	6.3
	1981-82	6.9	8.0	6.4
	1982-83	6.9	8.0	6.5
	1983-84	7.2	8.3	6.6
8	1980-81	10.8	11.1	10.2
	1981-82	11.0	11.2	10.7
	1982-83	11.0	11.2	10.9
	1983-84	11.0	11.2	11.1

- Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ASHBURTON ELEM	3	4.3	4.2	4.3
	5	7.4	8.3	7.4
BAKER INTERM	8	10.8	10.6	10.7
BANNOCKBURN ELEM	3	4.6	6.0	4.6
	5	8.0	8.2	7.6
BEALL ELEM	3	3.7	4.9	4.0
	5	7.0	8.4	6.7
BEL PRE ELEM	3	4.1	5.4	3.9
	5	6.9	8.8	6.8
BELLS MILL ELEM	3	4.4	5.6	3.9
	5	8.0	10.3	7.3
BELMONT ELEM	3	4.2	4.6	3.5
	5	7.8	9.2	6.6
BENJ BANNEKER JR	8	11.2	11.0	11.9
BETHESDA ELEM	3	4.1	4.6	3.7
	5	7.7	8.8	6.7
BEVERLY FARMS ELEM	3	4.5	4.6	4.3
	5	7.5	8.8	6.7
BRADLEY HILLS ELEM	3	4.6	5.4	4.4
	5	8.0	9.7	7.4
BROAD ACRES ELEM	3	3.3	3.8	3.3
	5	6.5	7.0	6.5
BROOKHAVEN ELEM	3	3.9	4.6	4.0
	5	6.8	8.2	6.7
BROWN STATION ELEM	3	3.9	4.0	3.5
	5	6.8	8.1	6.5
BURNING TREE ELEM	3	4.4	6.3	4.5
	5	8.8	11.6	8.1

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BURTONSVILLE ELEM	3	4.3	5.7	4.6
	5	7.0	8.1	6.6
CABIN JOHN JR	8	12.8	12.9	12.5
CANDLEWOOD ELEM	3	4.1	4.4	3.9
	5	6.7	7.9	6.4
CANNON ROAD ELEM	3	4.2	5.5	4.4
	5	8.7	11.6	8.4
CARDEROCK SPRINGS	3	4.5	5.4	3.9
	5	8.4	10.1	7.3
CASHELL ELEM	3	4.2	5.9	4.0
	5	7.1	8.7	6.9
CEDAR GROVE ELEM	3	4.2	4.4	3.7
	5	6.3	7.6	6.4
CHEVY CHASE ELEM	3	4.6	4.4	3.9
	5	7.3	8.4	6.5
CLARKSBURG ELEM	3	4.0	4.5	3.6
	5	7.6	8.8	6.6
COLD SPRING ELEM	3	4.6	5.7	4.4
	5	8.0	10.0	7.6
COLLEGE GARDENS ELEM	3	4.1	4.7	3.6
	5	8.0	8.8	6.8
CRESTHAVEN ELEM	3	3.9	4.7	3.9
	5	7.7	8.5	6.6
DAMASCUS ELEM	3	4.3	5.0	3.7
	5	7.8	8.3	6.7
DARNESTOWN ELEM	3	4.2	4.6	4.2
	5	7.7	9.0	6.5
DIAMOND ELEM	3	4.3	5.0	3.8
	5	7.5	7.8	6.5

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
DUFIEF ELEM	3	4.2	4.7	4.1
	5	8.0	10.2	7.5
EARLE B WOOD JR	8	11.3	11.0	10.9
EAST SILVER SPRING	3	3.7	3.7	3.4
EASTERN INTERM	8	10.0	9.3	9.3
FAIRLAND ELEM	3	3.9	4.4	3.6
	5	7.5	8.3	6.4
FALLSMEAD ELEM	3	4.7	4.8	4.4
	5	7.6	10.5	7.1
FARMLAND ELEM	3	4.6	6.4	4.7
	5	7.8	9.5	7.6
FIELDS ROAD ELEM	3	3.8	4.1	3.5
	5	7.4	8.2	6.5
FLOWER VALLEY ELEM	3	4.5	5.0	4.2
	5	7.8	10.3	6.7
FOREST KNOLLS ELEM	3	4.0	5.6	4.6
	5	7.2	9.1	7.4
FOX CHAPEL ELEM	3	3.8	4.5	3.6
	5	6.3	7.6	6.0
FROST INTERM	8	11.8	12.9	12.5
GAITHERSBURG ELEM	3	3.8	4.2	3.6
	5	6.8	7.4	6.4
GAITHERSBURG JR	8	10.1	10.3	9.8
GALWAY ELEM	3	4.6	4.2	3.7
	5	6.6	7.6	6.5
GARRETT PARK ELEM	3	4.1	5.0	4.5
	5	7.0	7.8	6.7

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
GEORGIAN FOREST ELEM	3	4.1	4.6	3.9
	5	6.8	7.9	6.8
GERMANTOWN ELEM	3	3.8	4.7	3.7
	5	6.8	7.9	6.6
GLEN HAVEN ELEM	3	3.5	4.6	3.4
	5	6.4	7.3	6.4
GLENALLAN ELEM	3	3.8	4.4	3.5
	5	7.6	8.5	7.0
GREENWOOD ELEM	3	4.2	6.4	4.5
	5	7.4	9.2	7.4
HARMONY HILLS ELEM	3	3.8	3.7	3.5
	5	5.8	6.5	5.6
HERBERT HOOVER JR	8	12.9	12.7	12.5
HIGHLAND ELEM	3	3.8	4.7	3.7
	5	6.3	7.6	6.4
HIGHLAND VIEW ELEM	3	3.9	4.6	4.0
	5	6.1	6.5	6.2
JACKSON ROAD ELEM	3	4.2	5.0	4.2
	5	7.6	9.5	7.2
JULIUS WEST MID	8	10.4	10.6	10.2
KEMP MILL ELEM	3	4.7	7.4	4.9
	5	6.6	8.0	6.5
KENSINGTON-PARKWOOD	3	4.0	4.4	3.8
	5	7.7	8.0	6.5
LAKEWOOD ELEM	3	4.0	5.3	4.3
	5	7.5	9.6	7.2
LAYTONSVILLE ELEM	3	4.0	4.4	3.6
	5	7.2	8.4	6.7

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
LEE INTERM	8	10.4	10.6	10.0
LUCY BARNSLEY ELEM	3	4.2	5.3	3.7
	5	6.9	8.6	6.7
LUXMANOR ELEM	3	4.9	4.7	4.3
	5	7.6	8.7	7.3
MARTIN L KING JR	8	10.6	10.6	10.6
MARYVALE ELEM	3	2.8	3.1	3.0
	5	4.3	4.9	5.0
MEADOW HALL ELEM	3	4.0	3.6	3.5
	5	6.4	7.4	5.9
MILL CRK TOWNE ELEM	3	3.8	4.1	3.6
	5	7.1	7.8	6.5
MONOCACY ELEM	3	3.7	3.8	3.4
	5	5.6	5.9	5.2
MONTGOMERY VILLAGE J	8	11.6	11.2	10.7
NEW HAMPSHIRE ESTS	3	3.7	3.6	3.5
NORTH CHEVY CHASE	3	4.0	3.5	3.6
	5	6.5	7.6	6.0
OAK VIEW ELEM	3	3.9	3.8	4.0
	5	6.5	6.6	6.0
OAKLAND TERRACE ELEM	3	4.2	4.5	3.7
	5	6.9	7.6	5.9
OLNEY ELEM	3	4.0	4.7	3.9
	5	7.1	9.3	6.7
PARKLAND JR	8	10.0	10.3	10.0
PINE CREST ELEM	3	4.0	5.0	3.9
	5	6.3	7.4	6.6

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
PINEY BRANCH ELEM	5	6.7	7.7	6.5
POOLESVILLE ELEM	3	4.0	4.7	3.5
	5	6.3	6.8	5.9
POOLESVILLE JR SR	8	10.0	9.3	10.0
POTOMAC ELEM	3	4.6	5.5	4.5
	5	7.2	8.0	6.5
PYLE INTERM	8	12.9	12.9	12.5
RIDGEVIEW JR	8	11.4	11.3	11.1
RITCHIE PARK ELEM	3	4.4	6.0	4.3
	5	8.0	10.7	7.4
ROCK CRK FOREST ELEM	3	3.8	4.3	3.7
	5	7.6	8.2	6.4
ROCK CRK VALLEY ELEM	3	4.4	5.9	4.5
	5	7.5	10.2	7.5
ROCKVIEW ELEM	3	4.0	4.4	3.9
	5	7.2	7.8	6.3
ROLLING TERRACE ELEM	3	3.6	4.2	3.6
	5	5.2	5.3	5.9
ROSEMONT ELEM	3	3.9	4.7	3.5
	5	7.2	8.3	6.8
SEVEN LOCKS ELEM	3	4.3	5.8	4.6
	5	7.3	8.5	6.8
SHERWOOD ELEM	3	4.3	4.5	3.8
	5	7.4	8.8	6.7
SLIGO INTERM	8	10.0	9.7	9.8
SOMERSET ELEM	3	4.7	5.9	4.5
	5	7.5	8.7	6.6

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SOUTH LAKE ELEM	3	3.9	4.1	3.6
	5	6.2	6.8	5.9
STEDWICK ELEM	3	4.0	4.6	4.0
	5	7.5	8.6	7.5
STONEGATE ELEM	3	4.3	5.9	3.9
	5	7.1	9.3	6.6
STRATHMORE ELEM	3	3.7	4.0	3.5
	5	6.3	7.8	5.7
SUMMIT HALL ELEM	3	4.1	4.7	4.0
	5	6.3	6.7	6.5
TAKOMA PARK ELEM	3	3.5	3.3	3.4
TAKOMA PARK JR	8	10.0	10.2	9.6
TILDEN INTERM	8	12.4	12.9	12.5
TRAVILAH ELEM	3	4.0	4.3	3.5
	5	7.3	8.2	5.7
TWINBROOK ELEM	3	3.3	3.6	3.2
	5	6.2	7.5	6.0
VIERS MILL ELEM	3	3.2	3.4	3.3
	5	5.7	7.8	5.9
WASHINGTON GROVE	3	3.8	5.0	3.6
	5	7.1	9.2	6.5
WATKINS MILL ELEM	3	3.9	4.4	4.2
	5	7.0	8.1	6.7
WAYSIDE ELEM	3	4.7	5.0	4.3
	5	8.0	9.1	7.3
WELLER ROAD ELEM	3	3.9	4.2	3.6
	5	6.4	7.4	6.5

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
WESTBROOK ELEM	3	4.6	5.7	3.9
	5	8.4	9.3	6.2
WESTLAND INTERM	8	12.3	12.8	11.8
WESTOVER ELEM	3	3.9	4.4	4.0
	5	6.8	8.2	6.6
WHEATON WOODS ELEM	3	3.8	4.0	3.6
	5	6.3	6.7	5.7
WHETSTONE ELEM	3	4.3	4.5	3.5
	5	6.9	8.2	6.3
WHITE OAK JR	8	10.8	10.7	11.3
WM H FARQUHAR MID	8	10.9	10.6	11.1
WM TYLER PAGE ELEM	3	4.7	6.4	4.4
	5	7.0	7.4	6.2
WOOD ACRES ELEM	3	4.8	6.0	4.6
	5	8.7	10.4	7.2
WOODFIELD ELEM	3	4.5	5.4	4.0
	5	7.7	10.2	7.7
WOODLIN ELEM	3	4.0	4.5	3.6
	5	7.0	8.9	6.4
WYNGATE ELEM	3	3.9	5.0	4.0
	5	8.0	10.0	6.9

2.4 Local Education Agency Level Data, 1983 - 1984

PRINCE GEORGE'S COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.0	3.3	3.0
	1981-82	3.1	3.5	3.2
	1982-83	3.1	3.4	3.2
	1983-84	3.2	3.6	3.3
5	1980-81	5.2	5.4	5.1
	1981-82	5.2	5.7	5.2
	1982-83	5.2	5.6	5.1
	1983-84	5.3	6.0	5.3
8	1980-81	8.2	8.4	8.4
	1981-82	8.3	8.4	8.3
	1982-83	8.4	8.8	8.4
	1983-84	8.5	9.1	8.6

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ADELPHI ELEM	3	3.1	3.5	3.3
	5	5.2	6.0	5.3
ALLENWOOD ELEM	3	3.7	3.7	3.5
	5	5.9	6.9	5.9
ANDREW JACKSON MID	8	7.5	7.8	7.9
APPLE GROVE ELEM	3	3.4	3.7	3.5
	5	5.4	5.9	5.5
ARDMORE ELEM	3	3.0	3.8	3.3
	5	5.5	6.8	5.2
ARROWHEAD ELEM	3	3.3	4.0	3.5
	5	5.3	6.4	5.8
AVALON ELEM	3	3.4	3.9	3.5
	5	6.1	7.3	6.3
BADEN ELEM	3	3.6	3.6	3.3
	5	4.8	5.3	5.2
BARNABY MANOR ELEM	3	2.9	3.2	3.0
	5	4.1	4.4	4.7
BEACON HEIGHTS ELEM	3	2.7	3.2	2.8
	5	4.3	5.0	4.5
BELTSVILLE ELEM	3	4.1	5.3	3.8
	5	6.0	7.1	6.0
BENJAMIN D FOULOIS M	8	8.0	7.6	8.0
BENJAMIN STODDERT MI	8	8.0	8.2	7.9
BENJAMIN TASKER MID	8	9.1	9.6	9.4
BERKSHIRE ELEM	3	2.8	3.2	2.6
	5	4.7	5.3	4.6
BLADENSBURG ELEM	3	3.1	3.1	3.2
	5	4.2	5.1	4.9

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BOND MILL ELEM	3	4.0	4.4	3.7
	5	7.1	9.1	6.6
BRADBURY HGTS ELEM	3	2.6	2.7	2.5
	5	4.5	4.6	4.5
BRANDYWINE ELEM	3	3.6	3.7	3.0
	5	5.5	6.3	5.5
BUCK LODGE MID	8	8.5	9.6	8.6
CALVERTON ELEM	3	3.2	3.2	3.0
	5	5.5	6.0	5.3
CAPITOL HEIGHTS ELEM	3	2.6	3.3	3.0
	5	5.0	6.4	5.4
CARMODY HILLS ELEM	3	2.6	3.4	3.3
	5	5.2	5.7	5.1
CAROLE HIGHLANDS	3	2.8	3.0	2.8
	5	4.7	5.0	5.0
CARROLLTON ELEM	3	3.3	3.9	3.5
	5	5.3	6.6	5.3
CATHERINE T REED	3	3.0	3.3	2.6
	5	5.2	5.4	4.8
CHAPEL FORGE ELEM	3	4.7	.	3.8
	5	6.4	8.1	6.3
CHARLES CARROLL MID	8	8.3	8.9	8.3
CHEROKEE LANE ELEM	3	3.9	4.4	3.8
	5	6.7	8.5	6.5
CHEVERLY-TUXEDO	3	3.6	3.8	3.4
	5	5.0	5.7	5.2
CHILLUM ELEM	3	2.7	2.9	3.0
	5	4.5	4.4	5.0

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CLINTON GROVE ELEM	3	3.6	4.1	3.5
	5	5.8	6.5	5.5
COLUMBIA PARK ELEM	3	2.8	3.6	3.4
	5	4.9	5.4	5.0
CONCORD ELEM	3	2.8	3.2	3.3
	5	5.2	6.9	5.9
COOPER LANE ELEM	3	2.7	3.3	2.9
	5	5.0	5.2	4.7
DEERFIELD RUN ELEM	3	3.5	3.7	3.4
	5	6.5	7.4	6.2
DISTRICT HGTS ELEM	3	3.0	3.2	3.3
	5	4.9	5.6	5.3
DODGE PARK ELEM	3	2.5	3.2	3.0
DOSWELL BROOKS ELEM	3	2.9	3.3	2.9
	5	4.8	4.8	4.8
DWIGHT D EISENHOWER	8	9.9	10.4	9.2
EDGAR ALLAN POE	3	3.5	3.7	3.3
	5	5.7	6.7	5.3
EUGENE BURROUGHS MID	8	10.1	10.5	8.9
FLINTSTONE ELEM	3	2.8	3.3	2.9
	5	5.4	6.8	5.2
FOREST HEIGHTS ELEM	3	3.0	3.1	2.8
	5	5.2	5.4	4.7
FORT FOOTE ELEM	3	2.8	3.3	3.0
	5	5.3	5.9	5.3
FRANCIS SCOTT KEY	8	7.9	8.2	8.0
FRANCIS T EVANS ELEM	3	3.7	3.8	3.5
	5	5.5	7.1	5.2

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
FT WASHINGTON FOREST	3	4.0	4.7	3.8
	5	6.6	7.7	6.2
GARDNER SHUGART MID	8	7.4	7.7	8.0
GAYWOOD ELEM	3	3.3	3.8	3.5
	5	5.3	6.3	5.5
GLASSMANOR ELEM	3	2.8	3.2	3.2
	5	4.2	5.1	4.8
GLENARDEN WOODS ELEM	3	3.0	4.6	3.5
	5	4.2	5.2	5.2
GLENRIDGE ELEM	3	2.6	3.1	3.0
	5	4.6	5.0	4.9
GREEN VALLEY ELEM	3	2.5	2.8	2.9
	5	4.9	5.5	5.1
GREENBELT CENTER	3	3.4	3.8	3.6
	5	5.4	6.3	5.5
GREENBELT MID	8	8.8	9.1	8.5
GWYNN PARK MID	8	8.4	9.5	8.2
HEATHER HILLS ELEM	3	4.4	5.5	3.5
	5	6.8	7.6	5.7
HENRY FERGUSON ELEM	3	3.4	3.9	3.7
	5	6.0	6.6	5.7
HIGH BRIDGE ELEM	3	3.7	4.4	3.7
	5	7.2	8.4	6.6
HILLCREST HGTS ELEM	3	2.8	2.8	3.0
	5	4.8	4.8	4.6
HOLLYWOOD ELEM	3	3.0	3.2	3.5
	5	5.6	6.0	5.0

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
HYATTSVILLE ELEM	3	3.7	4.3	3.5
	5	5.2	6.8	5.4
HYATTSVILLE MID	8	8.1	8.5	8.0
INDIAN QUEEN ELEM	3	4.0	5.0	4.0
	5	6.2	7.8	6.0
J. FRANK DENT ELEM	3	3.0	2.9	3.2
	5	5.5	6.0	4.9
JAMES HARRISON ELEM	3	3.7	3.9	3.7
	5	6.0	6.9	6.0
JAMES MADISON MID	8	8.7	8.8	9.0
JAMES MCHENRY ELEM	3	2.9	3.7	3.3
	5	5.6	6.0	5.1
JAMES RYDER RANDALL	3	3.6	3.6	3.2
	5	5.7	6.9	5.2
JOHN CARROLL ELEM	3	3.8	3.9	3.5
	5	5.3	5.5	5.3
JOHN E HOWARD ELEM	3	3.3	3.3	3.2
	5	5.1	5.6	5.3
JOHN H BAYNE ELEM	3	2.5	2.7	2.6
	5	4.4	4.6	4.5
KENILWORTH ELEM	3	3.7	3.9	3.5
	5	6.3	6.7	5.7
KENMOOR ELEM	3	2.5	2.6	2.6
	5	4.1	4.1	4.5
KENMOOR MID	8	7.8	8.3	8.0
KETTERING ELEM	3	3.1	3.2	3.0
	5	5.5	5.6	5.4

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
KETTING MID	8	9.4	9.6	9.0
LAMONT ELEM	3	3.5	3.9	3.3
	5	5.3	5.8	5.0
LANGLEY PK-MCCORMICK	3	2.3	3.1	2.8
	5	4.9	5.0	4.8
LAUREL ELEM	3	3.6	3.8	3.5
	5	5.5	5.5	5.4
LEWISDALE ELEM	3	2.7	3.0	3.0
	5	4.6	4.7	5.0
LONGFIELDS ELEM	3	2.7	3.1	3.0
	5	4.6	4.5	4.5
LORD BALTIMORE MID	8	8.2	8.8	8.9
LYNDON HILL ELEM	3	3.4	3.4	3.2
	5	4.3	5.3	4.6
MAGNOLIA ELEM	3	3.4	3.7	3.4
	5	5.7	7.6	5.7
MARLTON ELEM	3	3.5	3.8	3.5
	5	7.1	7.3	6.3
MARTIN LUTHER KING	8	10.4	11.4	10.0
MATTAPONI ELEM	3	3.9	4.6	3.6
	5	6.4	7.9	5.9
MATTHEW HENSON ELEM	3	2.8	3.6	3.0
	5	4.2	4.9	4.8
MELWOOD ELEM	3	3.1	3.3	3.2
	5	6.0	6.6	5.4
MIDDLETON VALLEY	3	2.8	3.4	3.0
	5	5.5	6.6	5.2

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
MONTPELIER ELEM	3	3.5	3.6	3.4
	5	6.3	7.4	6.3
MORNINGSIDE ELEM	3	3.0	3.0	3.0
	5	4.8	4.6	4.6
MT RAINIER ELEM	3	3.4	3.9	3.3
	5	4.5	5.1	5.4
NICHOLAS OREM MID	8	8.0	8.1	8.3
NORTH FORESTVILLE	3	3.2	3.3	2.9
	5	5.3	5.8	5.4
OAKCREST ELEM	3	3.0	3.2	3.3
	5	4.6	6.0	4.9
OAKLANDS ELEM	3	3.2	3.6	3.5
	5	5.7	6.8	6.2
OVERLOOK ELEM	3	2.8	3.3	3.2
	5	4.7	4.9	4.8
OWENS ROAD ELEM	3	3.1	3.6	3.4
	5	5.1	6.4	5.4
OXON HILL ELEM	3	2.7	2.7	2.6
	5	5.5	6.8	5.4
OXON HILL MID	8	8.7	9.8	8.9
PAINT BRANCH ELEM	3	3.6	3.2	3.4
	5	5.4	5.5	5.3
PATUXENT ELEM	3	3.6	3.8	3.2
	5	4.6	5.1	4.6
PHYLLIS E WILLIAMS	3	3.8	3.8	3.5
	5	6.3	7.4	5.7
POINTER RIDGE	3	3.8	4.1	3.7
	5	6.6	8.0	6.5

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
POTOMAC LANDING ELEM	3	3.8	4.5	3.9
	5	6.7	8.3	6.2
PRINCETON ELEM	3	3.5	4.1	3.4
	5	5.3	6.3	5.6
RIDGECREST ELEM	3	2.9	3.4	3.3
	5	5.0	5.9	5.4
RIVERDALE ELEM	3	2.6	2.8	3.0
	5	4.6	4.8	4.9
ROBERT FROST ELEM	3	3.7	4.6	3.9
	5	5.9	7.9	6.2
ROBERT GODDARD MID	8	8.5	9.1	8.2
ROCKLEDGE ELEM	3	3.8	4.6	3.7
	5	7.3	8.2	5.8
ROGER B TANEY MID	8	9.0	9.5	9.0
ROGERS HEIGHTS ELEM	3	2.7	2.8	2.9
	5	5.0	6.3	5.5
ROSE VALLEY ELEM	3	3.5	3.5	3.0
	5	5.2	5.5	5.3
SAMUEL CHASE ELEM	3	3.4	4.1	3.5
	5	5.4	5.9	5.4
SAMUEL OGLE MID	8	10.7	11.3	10.0
SEABROOK ELEM	3	3.5	3.8	3.3
	5	5.2	6.6	5.7
SEAT PLEASANT ELEM	3	3.4	3.7	3.3
	5	4.7	5.3	5.1
SHADYSIDE ELEM	3	3.0	3.6	3.4
	5	4.6	5.1	5.4

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SKYLINE ELEM	3	3.5	3.3	3.2
	5	5.0	5.6	5.2
SPRINGHILL LAKE ELEM	3	3.4	3.8	3.5
	5	5.4	5.4	5.0
STEPHEN DECATUR MID	8	8.4	8.7	8.4
SURRATTSVILLE JR	8	9.5	9.9	9.0
TAYAC ELEM	3	3.2	3.5	3.4
	5	5.1	5.0	5.0
TEMPLETON ELEM	3	3.3	3.3	3.0
	5	4.8	5.4	5.0
THOMAS CLAGETT ELEM	3	2.8	3.0	3.0
	5	4.6	4.9	5.1
THOMAS G PULLEN MID	8	8.8	9.3	8.8
THOMAS JOHNSON MID	8	9.9	9.6	10.0
THOMAS S STONE ELEM	3	3.1	3.3	3.3
	5	5.1	5.3	5.3
TULIP GROVE ELEM	3	3.8	4.0	3.4
	5	5.5	6.6	5.5
UNIVERSITY PARK ELEM	3	3.9	4.5	3.9
	5	7.4	9.4	6.9
VALLEY VIEW ELEM	3	2.5	2.8	2.6
	5	4.1	4.5	4.8
WALDON WOODS ELEM	3	3.6	3.9	3.6
	5	6.4	6.7	5.7
WALKER MILL MID	8	8.1	9.2	8.2
WILLIAM BEANS ELEM	3	2.7	2.8	3.0
	5	4.2	4.3	4.5

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
WILLIAM PACA ELEM	3	2.6	2.9	2.6
	5	4.3	4.7	4.5
WILLIAM WIRT MID	8	7.8	8.1	8.0
WOODMORE ELEM	3	3.5	4.1	3.7
	5	5.4	6.3	5.2
WOODRIDGE ELEM	3	2.6	3.3	2.9
	5	5.7	5.7	4.9
YORKTOWN ELEM	3	3.8	5.0	4.3
	5	6.5	8.7	6.4

2.4 Local Education Agency Level Data, 1983 - 1984

QUEEN ANNE'S COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.2	3.6	3.2
	1981-82	3.2	3.4	3.3
	1982-83	3.5	3.6	3.3
	1983-84	3.5	3.8	3.5
5	1980-81	5.9	6.2	5.6
	1981-82	5.4	5.5	5.5
	1982-83	5.4	5.4	5.4
	1983-84	5.7	6.2	5.9
8	1980-81	8.8	8.8	8.8
	1981-82	8.8	8.4	8.5
	1982-83	8.8	8.5	8.4
	1983-84	9.6	8.8	8.8

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

QUEEN ANNE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CENTREVILLE ELEM	3	3.5	3.6	3.4
CENTREVILLE MID	5	5.5	5.9	5.6
	6	9.4	8.7	8.7
CHURCH HILL ELEM	3	3.8	4.0	3.9
GRASONVILLE ELEM	3	3.5	3.9	3.5
KENT ISLAND ELEM	3	3.6	3.9	3.4
STEVENSVILLE MID	5	6.4	7.0	5.8
	8	10.0	9.5	9.1
SUDLERSVILLE ELEM	3	3.1	3.5	3.3
SUDLERSVILLE MID	5	4.9	4.7	5.2
	8	8.6	8.3	8.1

2.4 Local Education Agency Level Data, 1983 - 1984

ST. MARY'S COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	School year	California Achievement Test		
		Reading comprehension	Language total	Mathematics total
3	1980-81	3.4	3.4	3.3
	1981-82	3.3	3.3	3.3
	1982-83	3.4	3.3	3.3
	1983-84	3.3	3.3	3.3
5	1980-81	5.7	6.3	5.5
	1981-82	5.7	6.3	5.5
	1982-83	5.7	6.4	5.5
	1983-84	5.7	6.4	5.5
8	1980-81	8.7	8.5	8.3
	1981-82	8.8	8.8	8.6
	1982-83	8.8	8.8	8.7
	1983-84	9.7	9.3	9.0

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ST. MARY'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BANNEKER ELEM	3	2.7	2.8	2.9
	5	5.3	5.4	5.1
CARVER ELEM	3	3.0	3.0	3.4
	5	5.2	5.3	5.1
DYNARD ELEM	3	2.6	2.7	3.2
	5	4.9	4.7	5.4
ESPERANZA MID	8	10.2	10.0	10.0
FRANK KNOX ELEM	3	3.3	3.4	2.9
	5	6.2	7.3	5.7
GREENVIEW KNOLLS	3	3.1	3.2	3.2
	5	6.1	7.1	5.6
HOLLYWOOD ELEM	3	3.7	3.8	3.5
	5	6.3	7.4	5.9
L M DENT ELEM	3	3.8	4.0	3.5
	5	5.9	6.4	6.0
LEONARDTOWN ELEM	3	3.7	3.9	3.5
	5	6.3	6.9	6.2
LEONARDTOWN MID	8	10.0	9.4	9.0
LEXINGTON PARK ELEM	3	3.4	3.4	3.2
	5	5.4	5.0	5.2
MARGARET BRENT MID	8	8.7	8.7	8.7
MECHANICSVILLE ELEM	3	2.7	3.0	3.0
	5	4.7	5.3	4.7
OAKVILLE ELEM	3	3.1	2.7	3.0
	5	5.1	5.3	5.0
PARK HALL ELEM	3	3.6	3.1	3.0
	5	5.9	6.7	5.2

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ST. MARY'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
PINEY POINT ELEM	3	3.6	3.1	3.5
	5	5.7	6.4	6.0
RIDGE ELEM	3	2.9	3.2	3.2
	5	5.3	6.2	5.5
SPRING RIDGE MID	8	9.2	8.8	8.5
TOWN CREEK ELEM	3	3.5	3.6	3.4
	5	7.2	8.3	6.2
WHITE MARSH ELEM	3	3.7	3.7	3.4
	5	5.1	6.3	5.5

2.4 Local Education Agency Level Data, 1983 - 1984

SOMERSET COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	School year	California Achievement Test		
		Reading comprehension	Language total	Mathematics total
3	1980-81	3.0	3.0	3.0
	1981-82	3.1	3.1	2.9
	1982-83	3.1	3.1	2.9
	1983-84	3.3	3.3	3.0
5	1980-81	4.7	4.9	4.8
	1981-82	5.2	5.1	4.7
	1982-83	5.2	5.1	4.7
	1983-84	5.1	5.3	4.8
8	1980-81	7.9	8.0	7.8
	1981-82	7.9	7.8	8.0
	1982-83	7.9	7.8	8.0
	1983-84	8.7	8.2	8.0

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

SOMERSET COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CRISFIELD ELEM	3	3.3	3.2	3.0
CRISFIELD HIGH	8	8.6	8.0	8.0
DEAL ISLAND ELEM	3	3.5	.8	3.2
	5	4.6	4.9	5.4
EWELL ELEM	3	3.0	2.6	3.0
	5	6.7	6.0	5.6
	8	7.2	7.7	7.4
GREENWOOD MID	5	5.1	5.3	4.8
MARION ELEM	3	4.0	3.7	3.2
	5	5.8	5.6	5.0
MT VERNON ELEM	3	2.9	2.7	2.6
	5	4.1	4.4	4.7
PRINCESS ANNE ELEM	3	3.3	3.2	3.0
TYLERTON ELEM	3	3.2	4.3	3.6
	5	5.2	5.4	5.7
WASHINGTON HIGH	8	8.8	8.3	8.1
WESTOVER ELEM	3	3.1	3.6	2.9
WOODSON MID	5	5.2	5.3	4.7

2.4 Local Education Agency Level Data, 1983 - 1984

TALBOT COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	School year	California Achievement Test: Reading comprehension	Language total	Mathematics total
3	1980-81	3.6	3.9	3.4
	1981-82	3.4	3.4	3.2
	1982-83	3.8	3.8	3.4
	1983-84	4.0	3.9	3.4
5	1980-81	5.7	6.3	5.7
	1981-82	5.9	6.4	5.4
	1982-83	6.1	6.7	5.4
	1983-84	6.1	6.8	5.4
8	1980-81	9.2	9.4	9.4
	1981-82	9.5	9.6	8.8
	1982-83	10.3	10.5	9.3
	1983-84	10.1	10.3	9.2

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

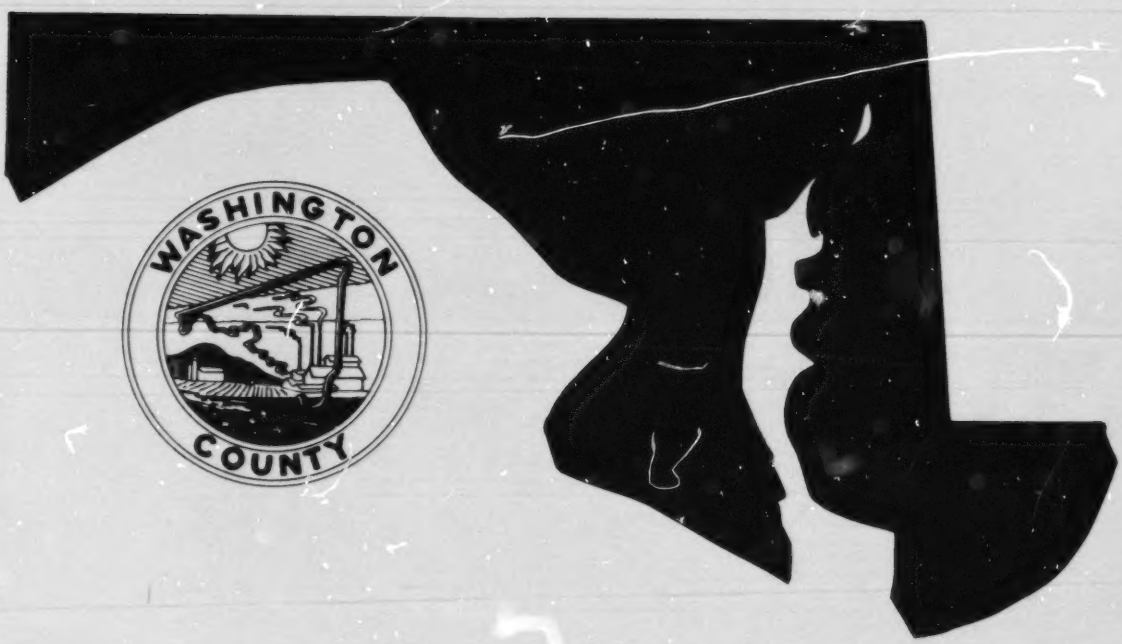
TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

TALBOT COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CORDOVA ELEM	3	3.7	3.9	3.2
	5	5.7	6.5	5.5
EASTON MID	8	10.1	10.2	9.2
GLENWOOD ELEM	3	4.1	4.2	3.5
	5	6.4	7.2	5.4
ST MICHAEL ELEM/MID	3	4.1	3.7	3.3
	5	6.0	6.7	5.5
	8	10.4	10.8	9.2
TILGHMAN ELEM	3	4.0	4.1	3.5
	5	6.2	5.4	5.6
WHITE MARSH ELEM	3	3.7	3.6	3.3
	5	5.8	6.9	5.1

2.4 Local Education Agency Level Data, 1983 - 1984

WASHINGTON COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.4	3.4	3.2
	1981-82	3.5	3.6	3.3
	1982-83	3.5	3.6	3.3
	1983-84	3.5	3.6	3.3
5	1980-81	5.8	6.4	5.4
	1981-82	5.7	6.4	5.3
	1982-83	5.7	6.4	5.5
	1983-84	5.9	6.5	5.5
8	1980-81	8.4	8.6	8.7
	1981-82	9.1	8.8	8.7
	1982-83	8.9	8.9	9.0
	1983-84	9.3	9.3	9.0

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BESTER ELEM	3	2.6	2.5	2.5
	5	4.7	4.7	4.8
BOONSBORO ELEM	3	4.0	4.4	3.4
	5	7.2	7.9	6.2
BOONSBORO MID	8	9.3	9.1	9.1
CASCADE ELEM	3	3.7	3.5	3.0
	5	6.1	6.2	5.6
CLEAR SPRING ELEM	3	3.6	3.8	3.4
CLEAR SPRING MID	5	5.7	6.7	5.5
	8	9.0	9.5	8.9
CONOCOCHEAGUE ELEM	3	3.6	4.1	3.6
EMMA K DOUB ELEM	3	3.5	3.5	3.3
	5	5.6	6.4	5.4
FOUNTAIN ROCK ELEM	3	3.6	3.4	3.3
	5	6.0	6.4	5.6
FOUNTAINDALE ELEM	3	3.5	3.7	3.4
	5	6.3	7.8	5.7
FUNKSTOWN ELEM	3	3.8	4.1	3.6
	5	5.7	7.1	5.4
GREENBRIER ELEM	3	3.6	3.6	3.3
	5	6.1	7.1	5.5
HANCOCK ELEM	3	3.4	3.3	3.0
	5	4.8	4.6	4.7
HANCOCK MID SR	8	8.8	8.0	8.7
HICKORY ELEM	3	3.3	3.2	3.0
	5	6.1	6.0	5.1
LINCOLNSHIRE ELEM	3	4.1	4.6	3.4
	5	6.7	7.4	6.0

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL ARE

WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
MAUGANSVILLE ELEM	3	3.6	3.5	3.4
	5	5.6	6.2	5.3
NORTHERN MID	8	9.7	10.0	10.0
OLD FORGE ELEM	3	3.8	4.2	3.3
	5	7.2	8.0	6.2
PANGBORN BLVD ELEM	3	3.6	3.6	3.3
	5	6.5	6.6	5.9
PARAMOUNT ELEM	3	4.1	4.4	3.4
	5	8.0	8.2	6.5
PLEASANT VALLEY ELEM	3	3.1	3.4	3.2
	5	5.8	6.4	5.4
POTOMAC HGTS ELEM	3	3.6	3.7	3.3
	5	6.4	6.6	5.7
RUSSELL HICKS MID	8	8.8	8.8	8.4
SALEM AVENUE ELEM	3	3.0	3.2	2.8
SHARPSBURG ELEM	3	3.3	2.9	3.2
	5	5.7	5.6	5.3
SMITHSBURG ELEM	3	3.5	3.5	3.3
	5	6.3	6.6	6.2
SMITHSBURG MID	8	9.8	9.4	9.5
SPRINGFIELD MID	8	9.2	8.7	9.0
WESTERN HGTS MID	5	4.7	4.7	4.9
	8	9.4	9.6	9.3
WILLIAMSPORT ELEM	3	4.1	3.8	3.3
	5	6.0	6.7	5.5
WINTER STREET ELEM	3	2.6	3.1	3.2

2.4 Local Education Agency Level Data, 1983 - 1984

WICOMICO COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

		California Achievement Test		
Grade level	School year	Reading comprehension	Language total	Mathematics total
3	1980-81	3.5	3.5	3.1
	1981-82	3.6	3.7	3.3
	1982-83	3.6	3.6	3.3
	1983-84	3.6	3.7	3.5
5	1980-81	6.0	6.5	5.4
	1981-82	6.0	6.3	5.4
	1982-83	5.8	6.4	5.4
	1983-84	6.0	6.5	5.6
8	1980-81	8.9	8.7	8.3
	1981-82	8.9	8.6	8.3
	1982-83	9.4	8.9	8.4
	1983-84	9.6	9.3	8.8

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WICOMICO COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BEAVER RUN ELEM	3	3.7	4.2	3.7
	5	6.3	6.8	5.9
BENNETT JR	8	10.0	9.5	8.9
DELMAR MARYLAND ELEM	3	3.6	3.4	3.4
	5	5.7	6.4	5.9
EAST SALISBURY ELEM	3	3.6	3.6	3.5
	5	5.7	5.9	5.4
FRUITLAND INTERM	5	6.1	6.3	5.3
FRUITLAND PRIM	3	3.6	3.9	3.5
GLEN AVENUE ELEM	3	3.7	4.0	3.5
	5	7.2	6.8	6.3
MARDELA JR SR	8	10.0	10.2	8.8
NORTH SALISBURY ELEM	3	3.7	3.7	3.5
	5	5.9	7.2	6.0
NORTHWESTERN ELEM	3	3.3	3.7	3.4
	5	5.6	6.0	6.5
PEMBERTON ELEM	3	3.5	3.5	3.1
	5	5.2	5.2	5.3
PINEHURST ELEM	3	4.1	4.1	3.7
	5	6.5	7.3	5.7
PITTSVILLE ELEM	3	3.2	3.8	3.4
	5	5.6	6.4	5.3
	8	8.9	9.1	8.5
PRINCE STREET ELEM	3	3.3	3.8	3.6
	5	5.1	5.7	5.4
SHARPTOWN ELEM	3	3.7	4.2	3.5
	5	6.6	8.0	6.4

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WICOMICO COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
WESTSIDE INTERM	3	3.6	3.5	3.4
	5	6.2	6.3	5.5
WICOMICO JR	8	9.1	9.0	8.8
WILLARDS ELEM	3	3.6	3.3	3.5

2.4 Local Education Agency Level Data, 1983 - 1984

WORCESTER COUNTY

• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	School year	California Achievement Test		
		Reading comprehension	Language total	Mathematics total
3	1980-81	3.4	3.4	3.2
	1981-82	3.6	3.5	3.2
	1982-83	3.6	3.8	3.4
	1983-84	3.7	3.7	3.4
5	1980-81	5.6	6.0	5.3
	1981-82	6.0	6.4	5.4
	1982-83	5.5	6.6	5.4
	1983-84	5.9	6.6	5.4
8	1980-81	8.4	8.3	8.0
	1981-82	8.7	8.7	8.1
	1982-83	8.9	9.8	8.6
	1983-84	9.2	8.8	8.6

• Table 1 on the following page presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL — 1983-84 SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WORCESTER COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BERLIN MID	8	8.9	8.6	8.4
BUCKINGHAM ELEM	3	3.8	3.7	3.5
	5	5.3	6.0	5.3
OCEAN CITY ELEM	3	4.0	3.9	3.4
	5	6.8	8.1	5.5
POCOMOKE ELEM	3	3.5	3.3	3.3
POCOMOKE MID	5	5.8	6.4	5.5
	8	9.6	9.3	8.9
SHOWELL ELEM	3	3.8	4.0	3.3
	5	5.8	6.6	5.2
SNOW HILL MID	5	6.2	6.6	5.5
	8	9.6	8.8	8.5
SNOW HILL ELEM	3	3.7	3.9	3.4

APPENDIX A Public School Laws of Maryland
§ 7-203, Education Accountability Program[1]

(a) Program established. - The State Board, the State Superintendent, each county board, and each public school shall implement a program of education accountability for the operation and management of the public schools.

(b) Contents of Program. - The education accountability program shall include the following:

(1) The State Board and the State Superintendent shall assist each county board to establish educational goals and objectives that conform with statewide educational objectives for subject areas including reading, writing, and mathematics;

(2) With the assistance of its county board, each public school shall survey current student achievement in reading, language, mathematics, and other areas to assess its needs;

(3) Each public school shall establish as the basis for its assessment of its needs, project goals and objectives that are in keeping with the goals and objectives established by its county board and the State Board;

(4) With the assistance of its county board, the State Board, and the State Superintendent, each public school shall develop programs to meet its needs on the basis of the priorities it sets;

(5) Evaluation programs shall be developed at the same time to determine if the goals and objectives are being met; and

(6) A reevaluation of programs, goals, and objectives shall be undertaken regularly.

(c) Standardized testing not the only measurement. - National standardized testing may not be the only measure for evaluating educational accountability.

---

[1]This section formerly appeared as Article 77, § 28A, Maryland Public School Laws.

(d) Assistance from Department. - The Department shall assist each county board to establish an education accountability program by providing:

(1) Guidelines for development and implementation of the program by the county boards; and

(2) Assistance and coordination where it is needed and requested by the county boards.

(e) Annual report. - The State Superintendent shall send the Governor and the General Assembly a report each January that includes:

(1) Documentation of the progress of the Department, the county boards, and each public school in this State towards their respective goals and objectives; and

(2) Recommendations for legislation that the State Board and the State Superintendent consider necessary to improve the quality of education in this State.

(f) Funding. - On the recommendation of the State Superintendent, the State Board shall include in its annual budget request the funds it considers necessary to carry out the provisions of this section. (An. Code 1957, Art. 77 § 28A; 1978, Ch. 22, § 2.)

APPENDIX B **Maryland State Board of Education Resolution on Assessment Program**

September 26, 1979

Resolution 1979-46

Re: Maryland State Department of Education Assessment Program for Students

WHEREAS, the paper, "Maryland State Department of Education Assessment Program," gives direction to student assessment for the next six years.

WHEREAS, the direction makes assessment an integral part of instruction through a design of maximum teaching and minimum testing time; now, therefore, be it

RESOLVED, that the paper, "Maryland State Department of Education Assessment Program," be adopted as the direction for student assessment in Maryland. The paper outlines several unresolved issues for further study and appropriate action by the State Board of Education such as: special populations, placement of early life skills, certification procedures for the arts/physical education, and schedule for graduation prerequisites.

RESOLVED, that the purposes for statewide assessment are:

1. To provide local systems with diagnostic information about the effectiveness for students of selected parts of their instructional programs;
2. To certify student acquisition of graduation prerequisites in Basic Skills (reading, mathematics, writing) and Life Skills (citizenship, work, survival); and
3. To certify student participation in instructional programs encompassing graduation prerequisites in the Arts/Physical Education.

RESOLVED, that the Maryland State Department of Education Assessment Schedules for 1979-80 and 1980-81 school years be adopted.

RESOLVED, that the Maryland State Department of Education Reporting Schedule beginning in 1979-80 school year be adopted.

RESOLVED, that the norm-referenced test for the State beginning in the 1980-81 school year be the California Achievement Tests, Forms C and D as published by CTB/McGraw Hill and copyrighted 1977, 1978.

RESOLVED, that the State Board of Education direct the Maryland State Department of Education to proceed on the issues of Special Populations and Graduation Prerequisite Schedule.

RESOLVED, that during the transition period the Maryland State Department of Education will develop a table of "translation" values between the current and new tests in order to continue baseline data.

APPENDIX C Maryland Prerequisites for Graduation

TITLE 13A
STATE BOARD OF EDUCATION
Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS

13A.03.01 General Standards

Authority: Sections 2-205(h), 7-204 and 8-403(a), Education Article of Annotated Code of Maryland

.04 Competency Prerequisites for Graduation, Including Requirements, Revisions, Instruction and Assessment Schedule, Appropriate Assistance, Certification by Panel, Attendance Requirements, Exceptions and Records.

A. Requirement. Beginning in 1982 public high school students shall meet the graduation requirements set forth in COMAR 13A.03.02 and at a minimum shall fulfill competencies adopted by the State Board of Education as set forth in the Declared Competencies Index which is incorporated by reference, and in accordance with Regulation .04C.

B. Revision. The Declared Competencies Index shall be subject to continuing review and revision in 1982 and shall be reviewed, at a minimum, every 6 years after that.

C. Instruction and Assessment Schedule.

(1) Local education agencies shall continue to provide instruction to students in all objectives listed in the Declared Competencies Index.

(2) Local education agencies shall implement graduation prerequisites for students as described below and assess them in accordance with the State Department of Education Testing Schedule:

(a) Reading. Students entering Grade 9 during the 1978-79 school year and each school year after that shall pass the Maryland Functional Reading Test as a prerequisite for graduation.

(b) Mathematics. Students entering Grade 9 during the 1983-84 school year and each school year after that shall pass the Maryland Functional Mathematics Test as a prerequisite for graduation.

(c) Writing. Students entering Grade 9 during the 1983-84 school year and each school year after that shall pass the Maryland Functional Writing Test as a prerequisite for graduation.

(d) Citizenship. Students entering Grade 10 during the 1984-85 school year and each school year after that shall pass the Maryland Test of Citizenship Skills as a preqrequisite for graduation.

(e) Arts/Physical Education. Effective September 1, 1983, students shall participate in an approved program of the Arts/Physical Education in accordance with the provisions of COMAR 13A.04.07.

(f) World of Work. Effective September 1, 1985, students shall participate in an approved program of the World of Work in accordance with the provisions of COMAR 13A.04.10.

(3) Each year the State Department of Education Testing Schedule shall be announced by the State Department of Education.

(4) Assessment procedures and guidelines including provisions for handicapped students shall be the same as those issued for the Education Accountability Program by the State Department of Education.

D. Appropriate Assistance Programs. Local education agencies shall provide an appropriate assistance program or programs to students in grades 9-12 who have not passed the competency assessment test or tests. Programs shall be developed to support student's efforts to strengthen areas of weaknesses. These programs may include but not be limited to providing alternative instructional strategies, flexibility in schedules, and a wide variety of instructional materials. Students shall be provided the opportunity to retake the appropriate competency assessment test or tests in accordance with the testing schedule issued by the State Department of Education.

E. Certification by Panel. This section applies only to the competency prerequisite for reading as set forth in Regulation .04C(2)(a) and shall expire on June 30, 1986. Local education agencies shall provide for certification by panel consistent with the requirements set forth below for students who have been enrolled for a minimum of 3-1/2 years in high school and who have not fulfilled the required competency prerequisites by the second semester of grade 12. The requirements are the following:

(1) Students with a school history of being unable to perform paper and pencil assignments may, with the approval of the local superintendent, use tasks other than pencil and paper to

demonstrate the required reading prerequisite before a panel of at least three professional school staff members.

(2) An annual review shall be conducted at each high school of the status of each grade 12 student who has not passed the Maryland Functional Reading Test after the fall administration to identify students eligible for certification by panel.

(3) To be eligible for certification by panel, a student shall have a documented history of difficulty in dealing with paper and pencil assignments, including but not limited to group formal assessment tasks. For this documentation, it is not sufficient to refer to scores the student has achieved on other tests. Evidence shall be provided that formal assessment assignments are in themselves a barrier to the student's demonstrating his or her competence in reading. The evidence shall show how the school staff responded to earlier determinations that the student has these difficulties. Appropriate assistance for the students shall have included the use of other modes for instructing and assessing reading. In requesting a panel there shall be a reasonable expectation based on classroom performance that the student will be able to demonstrate the required reading prerequisite.

(4) The composition of the panel and its procedures shall be established for systemwide use and approved by the local superintendent and the State Superintendent of Schools.

(5) The panel shall have a minimum of three persons. It shall consist of central or regional office administrators or supervisors, including a person or persons knowledgeable in the area of reading. The local superintendent should be sensitive to the racial and sexual composition of the panel.

(6) The State Department of Education shall provide the local education agencies with functional reading materials to be used by the panel. The material shall cover objectives from each of the domains assessed by the Maryland Functional Reading Test. The student shall be required to read these materials and answer questions in the presence of the panel.

(7) The panel shall make a professional judgment and certify by at least a majority decision that the student in the presence of the panel members demonstrated the required reading prerequisite.

(8) Documentation of the panel's action on each student shall be filed and a report of the decision sent to the local superintendent. A report on students certified by panel shall be included in the annual report submitted to the State Department of Education.

F. Students Completing Attendance Requirements. Students who have been enrolled for 4 years of high school and who at the end of grade 12 have not fulfilled the competency prerequisites for graduation may, with the approval of the local superintendent, return to the high school to enroll in day, evening or summer appropriate assistance programs whenever they are available. A diploma may be granted upon fulfillment of the competency prerequisites if all other graduation requirements were met.

G. Exemptions.

(1) Transfer Students. Students transferring into the Maryland public school system after the first semester of their senior year are exempt, unless these students request and receive a waiver of this exemption from the local superintendent of schools.

(2) Handicapped Students in level I through III Special Education Placements. Students determined to be handicapped in accordance with COMAR 13A.05.01.05 and in a Level I, II or, III special education placement (see COMAR 13A.05.01.06E(3)(a),(b),(c)) who were enrolled in grades 9-12 at any time during the 1981-82 school year shall be exempt from the reading competency graduation prerequisite. These students shall continue to be provided with instruction in a reading competency program and shall continue to be administered the Maryland Functional Reading Test according to Regulation .04C(4) and (5). If one of these students receives instruction in a reading competency as part of a special education program, it shall be reflected in the student's Individualized Education Program (see COMAR 13A.05.01.06D).

(3) Handicapped Students in Level IV and Level V Special Education Placements. Students determined to be handicapped in accordance with COMAR 13A.05.01.05 and in a Level IV or V special education placement (see COMAR 13A.05.01.06E(3)(d) and (e)) shall be exempt from the competency prerequisites until the 1985-86 school year. Handicapped students in Level IV or V placements prior to completion of their elementary and secondary education shall be provided with the opportunity to receive instruction in the competencies as appropriate to their individual needs. Effective September 1, 1983, handicapped students in Level IV and V placements in grades 9-12 shall be provided with the opportunity to be administered the competency test or tests in accordance with Regulation .04C(4) and (5). Handicapped students in Level IV and V special education placements who enter grade 9 during and after the 1985-86 school year shall be included in this regulation and shall have the opportunity to fulfill the competency prerequisites as a requirement for graduation. Handicapped students in Level IV and V special education placements who entered grade 9 before the 1985-86 school year continue to be exempt. Decisions concerning the extent of a Level IV or V handicapped

student's instruction in the competencies and the administration of the competency test or tests shall be made during the admission, review, and dismissal process (see COMAR 13A.05.01.06c) and shall be indicated in the student's Individualized Education Program (see COMAR 13A.05.01.06D).

H. Records.

(1) Records of competency fulfillment shall be kept for individual students in accordance with the Maryland Student Records System, Manual of Instructions, June, 1981, which is incorporated by reference. (See COMAR 13A.08.02 Individual Student Records.)

(2) Records for handicapped students shall be kept in accordance with Sections G(2) and (3) and regulations of the State Board of Education for Individualized Education Programs (see COMAR 13A.05.01.06D).

(3) The school principal shall ensure that all students and their parents or guardians are informed of Maryland's graduation requirements and the result of each competency assessment. Information and records will include:

(a) Conditions of fulfilling or not fulfilling the prerequisites;

(b) The need for instruction in the competencies, if any;

(c) A plan for appropriate assistance instruction, if needed, on file at the school for review; and

(d) An approximate time for further test administration, if needed.

(4) The school principal shall inform students and their parents or guardians of exemptions from the requirements, if applicable. Appropriate records shall be maintained.

(5) Records for the programs in the Arts and Physical Education shall be kept in accordance with provisions of COMAR 13A.04.07.

(6) Records for the programs in the World of Work shall be kept in accordance with provisions of COMAR 13A.04.10.

APPENDIX D Instruments Used to Measure Academic Achievement

1. Introduction

A nationally standardized measurement instrument was the source of data collected on student achievement in Maryland. The California Achievement Tests (CAT), Form C, 1977 edition, was selected to assess academic achievement.

The CAT was administered to all Maryland public school children in grades 3, 5, and 8 during the period of October 20 to November 21, 1982.

The academic achievement data presented in the tables of this report are based on the average score made by a grade in a school. No data on individual students or individual classrooms are published. Each local school system collected its own data on individual students and classrooms in relation to its own needs for program or pupil appraisal and diagnosis.

2. Description of Instruments Used

2.1 California Achievement Tests (CAT)

The following subtests of the CAT were selected for use as indicators of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

- Reading Skills

Reading Comprehension. Reading comprehension in CAT C has been divided into literal, interpretive, and critical comprehension.

1. Literal comprehension requires students to understand what is actually stated in a passage.

2. Interpretive comprehension requires students to think inferentially and to understand what is implied in a passage.

3. Critical comprehension requires students to evaluate and make judgments about material they read.

- Language Skills

Language, whether written or spoken, is our most effective means of communication. The language tests of CAT C are based primarily on current programs of traditional grammar. The emphasis is on how language is used rather than on terminology.

The language area was divided into two tests to distinguish between the mechanical aspects of writing and the actual expression of ideas or points. Language Mechanics deals with the problems of capitalization and punctuation, the mechanics needed to clarify written material. Language Expression tests word usage, sentence structure, and paragraph organization and development.

Language Mechanics. This test is concerned with the students' ability to capitalize and punctuate. Items for the lower level tests involve the simplest rules of capitalization (i.e., proper nouns) and punctuation (i.e., period, exclamation point). More difficult rules are covered in the items concerning such things as capitalization of proper adjectives and use of quotation marks, colons, and semicolons.

Language Expression. This test is concerned with students' abilities to apply their knowledge of language in their written work. All items were designed to measure students' understanding or skills closely related to effective written expression. A variety of items are included to test

word usage and understanding of sentence structure and paragraph organization. None of the items in this test requires the student to define terms or to explain rules.

- Mathematics Skills

The stress in mathematics today is on teaching skills and concepts that can be successfully applied to the tasks of daily living.

The mathematics tests in the California Achievement Tests, Forms C and D, cover computation skills, concepts, and their applications. The emphasis is on material that is relevant to today's world.

Mathematics Computation. CAT C and D contain a sampling of computation skills commonly taught and understood at each grade level. Depending on the level of the test, there are items covering addition, subtraction, multiplication, and division of whole numbers, fractions, mixed numbers, decimals, and algebraic expressions.

Mathematics Concepts and Applications. The Concepts and Applications tests include a sampling from a wide range of mathematics skills. The emphasis in these tests is on concepts rather than on isolated facts.

The achievement test scores are expressed by G.E. (grade equivalent) scores. The first digit represents the grade and the second digit the month within the grade. A G.E. of 5.7 would be read fifth grade, seventh month.